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Bombay Educational Record.

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THE MONTH.

AMONG those who recently passed in London a satisfactory examination in Roman Law we note the name of Mr. T. B. Kirkham of the Middle Temple.

PROFESSOR PETERSON, of the Elphinstone College, has again been re-elected Registrar of the Bombay University.

THE Civil Service Commissioners have issued the following regulations relating to the examination in English literature at the open competition of June, 1882, for the Civil Service of India:

HISTORY OF ENGLAND.

For the guidance of candidates who may have a difficulty in making their selections for special study under this head, the following list is given as indicating the character and amount of reading that would be regarded as satisfactory.

Any one of the following periods, to be studied generally in "Bright's History," and particularly in portions, selected by the candidate, of the Text-books named:—

1. HENRY II. TO EDWARD III., A.D. 1154–1377.—Stubbs's Select Charters; Stubbs's Constitutional History of England.

2. THE TUDORS, A.D. 1485–1603.—Hallam's Constitutional History of England; Froude's History of England.

3. THE STUARTS, A.D. 1603–1714.—Hallam's Constitutional History of England; Macaulay's History of England.

4. A.D. 1714–1805.—Lord Stanhope's History; Sir T. E. May's Constitutional History; *either* Massey's Reign of George III. *or* Lord Stanhope's Life of Pitt.

ENGLISH LITERATURE.

Under this head there will be (besides the general paper) a special paper on the following books:—

1. CHAUCER.—Prologue to the Canterbury Tales, with the Clerk's Tale.

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2. SHAKESPEARE.—Coriolanus, The Tempest.
3. MILTON.—Comus, and Sonnets.
4. BACON.—Essays, i. to xxx. inclusive.
5. JOHNSON.—"Six Chief Lives of the Poets," viz.:—of Milton, Dryden, Swift, Addison, Pope, and Gray; with Macaulay's Biography of Johnson.

The oral examination in English Literature will have reference chiefly to such works, not included in the foregoing list, as the candidate may offer for the purpose.

UNTIL recently little has been heard of the very ancient and interesting Buddhist temple at Budha Gaya; but the study of Eastern religious systems has of late become more general, and the temple is now attracting much attention from scholars and antiquarians. For more than eighteen months past extensive excavations have been carried on under the direction of General Cunningham and Mr. J. D. Beglar, of the Indian Archæological Department, and the base of the temple has been cleared from accumulated *débris* to a depth of nearly twenty feet. Every cut of the spade has unearthed a curiosity, and very valuable information, both original and corroborative, has been gained by archæologists and historians. Among the most instructive of those revelations are considerable portions of an ornamented stone railing of the Asoka period, the pictorial cuttings upon which are hardly less valuable than inscriptions. Numerous stone representations of the Budha in bas-relief have also been recovered, portraying the "Great Enlightened," in attitudes of blessing, meditation and Nirvana. The importance of this temple will be better appreciated when it is remembered that about 31 per cent. of the human race are followers of the teacher in whose honour it was built 2,000 years ago, upon the spot where he himself had dwelt and laboured. The structure, which is entirely of brick, has of late been in considerable danger, and in 1876 the Burmese Government deputed some officers to restore the building. They found, however, that the work required was too vast, and returned after erecting a mural support upon the northern side. To Sir Ashley Eden, says the *Englishman* belongs the credit of the complete restoration which has now taken place, and the Buddhists of China and Thibet, of Burma and Ceylon, will learn with gratitude of the preservation of this sacred pile.

The following letter from the Government of Bengal is published in the *North-West Provinces Gazette* :—

I am directed to state, for the information of the Hon'ble the Lieutenant-Governor of the North-Western Provinces and Chief Commissioner of Oudh, that Mr. A. Burooah, of the Bengal Civil Service, has proposed to offer, for unrestricted public competition in India, an annual prize of Rs. 200 for five years for the production of the best Sanskrit essay on the following subjects :—

For 1882.

History of Sanskrit rhetorical literature and its importance in the historical study of Sanskrit literature.

For 1883.

History and precepts of Tantras and their influence on Hindu life.

For 1884.

Dress, furniture, and amusements of ancient or pre-Mahomedan India among the various classes at various periods.

For 1885.

Coins, measures, and weights of ancient or pre-Mahomedan India, and their relation to modern coins, measures, and weights.

For 1886.

Hindu astronomical instruments, their construction, history, and use.

The following conditions are proposed by Mr. Burooah :—The examiners are to be selected by turns from Calcutta, Benares, Lahore, Bombay, and Poona, as being the chief centres of Sanskrit learning, and the same examiners are not to be appointed twice. No prize will be awarded unless the essays show ability and original research. Each essay must be sent in to the examiners on or before the 1st June of the year in which the writer desires to compete. The prize will be awarded as soon as the result of the examination is communicated to this Government. The recipients of the prize must send to Mr. Burooah a copy of their essays. Should the prize be not awarded in any year for want of competitors or insufficiency of merit in the essays sent in, the amount will for that year be placed at the disposal of this Government for the encouragement of female education.

A Title-page and Index to the *Bombay Educational Record* for 1884 are presented to our readers with this number.

A PLOUGHING-MATCH.

THE Ploughing-match, which was held last August at Ahmednagar by the High School Agricultural Class Committee, will most likely be repeated next monsoon, the first 'essay' having proved even more successful than was anticipated. As, however, few of our readers have as yet seen any account of the first match, we subjoin a short account of the proceedings.

The experiment was tried at the suggestion of Mr. King, the President of the School Committee; and he was cordially assisted in working it out by Mr. Wedderburn and other members of the Committee and by a number of other gentlemen in the town of Ahmednagar. A subscription-list was first circulated, and Rs. 250 were quickly raised for the purchase of prizes and for other expenses connected with the competition. It was then resolved that the match should not be confined to students on the school-farm, but should be open to all comers from any part of the zilla. Accordingly, hand-bills announcing the object and the date and place of the competition were freely distributed throughout the district. The experiment being a novel one in the Dekhan, it was thought best to impose as few conditions as possible. Competitors were therefore given the option of competing either with heavy or with light implements, and with one or more than one pair of bullocks. Farmers also coming from long distances were permitted, on payment of a small fee, to use cattle and implements hired on the ground.

By the eve of the match no less than 60 entries had been made; and, ultimately, 48 men competed,—38 being ploughmen of the Ahmednagar district, and the remaining 10 students of the High School Agricultural Class. The competitors were so much in excess of the number expected, that the original programme, which was for one day only, had to be extended to two days. The ground chosen for the exhibition was a level plot near the Ahmednagar High School farm. It was divided by whitened furrows into equal sections, 40 × 10 feet; and variegated flags were placed at the four corners of each section. Between every two plots a small space, 40 × 3 feet, was left to allow the Committee and others to inspect the work of each competitor. A spacious mandap, 150 feet long, was erected near the ploughing-plots for the accommodation of spectators.

On the first day of the competition more than 2,000 persons were present, all classes being numerously represented, including a large throng of peasants, who seemed to take the liveliest interest in the proceedings. By 8-30 A. M. twenty of the competitors from the district and ten of the students of the High School Agricultural Class were stationed in order at their respective ploughs. A bell then rung, "and"—continues a correspondent, from whose letter we have condensed the foregoing remarks—"in a moment all was attention.

Every eye was directed towards the competitors, each of whom was trying his utmost to outdo his neighbours. It was an interesting sight—30 ploughs working at once in parallel lines, the spectators audibly criticising each performance, and the ploughmen shouting to and goading on their bullocks. The cattle behaved with great docility, but the ploughmen seemed to be somewhat unnerved by the novelty of their surroundings. Accustomed from childhood to work alone, or in the company of only a few of their rustic comrades, and in fields far away from the eye of criticism, they naturally did not sing with their wonted force and effect on this occasion the wild ditties with which they are accustomed to cheer on their oxen. One labourer who competed with a Swedish plough gave up the attempt after two or three rounds; and the Local Fund and High School scholars were found to be so overmatched by the trained ploughmen, that they were withdrawn and allowed to compete against each other on a subsequent day. The ploughman who finished his plot first, announced the fact to the Committee, and all the ploughs were thereupon stopped. The Committee then went round the field, inspecting each man's work and assigning marks to it." The harrowing of each plot afterwards followed, and was similarly inspected and assessed by the Committee. The competition of the second day passed off in a similar manner to that already described. In awarding marks for ploughing and harrowing, the following points were looked to:—

	Marks.
1. *Ploughing*—	
Depth	25
Straightness	25
General finish........................	25
Speed	25
2. *Harrowing*—	
General finish........................	25
Speed	25
	150

The prizes were publicly distributed a few days later in the High School Hall. The Collector, Mr. King, opened the proceedings by giving the audience a history of the High School Agricultural Class, and his remarks were afterwards interpreted in Marathi by the Head Master to those who did not know English. The prizes, which were 24 in number, and consisted of silver bracelets and turbans, were then given to, or rather placed on, the successful competitors by the District Judge, Mr. Wedderburn. Each bracelet had a lion's head embossed on each side of the fastening, and on it was engraven the winner's name, his rank in the competition, and the year of the award. Prizes in books were at the same time given to the Ahmednagar students who had distinguished themselves in the last examination in Agriculture held by the

College of Science at Poona. The recipients of prizes in the ploughing-match were as follows:—

Rank.	Name.	Marks obtained out of the maximum of 150.	Prize.	Weight or value.
				Tolas.
1	Gopál Bápuji Jambe	129	Silver bracelet weighing	20
	Patilbová Rávaji............	129	Do. do. do. ...	20
2	Vadaji Malluji Mete	127	Do. do. do. ...	12
3	Kondáji Mhátárji Auti ...	126	Do. do. do. ...	12
4	Rámá Rághu	124	Do. do. do. ...	10
				Rs. a.
5	Láhánu Ándu Vákhalá ...	120	Naralipadari Turban......	7 4
	Ránu Kondáji Gaváni ...	120	Do. do.	7 0
6	Káshibá Ganpat Báraskar	118	Do. do.	6 4
7	Yamáji Godbáji Ubále ...	116	Do. do.	5 12
	Tukárám Ránoji	116	Do. do.	5 8
	Náráyan Hari Bál	116	Do. do.	5 4
8	Nánáji Vithoji Vágh......	114	Do. do.	5 0
9	Hari Gundáji	112	Do. do.	5 0
	Ávaji Sudámji Sáne	112	Do. do.	5 0
	Bábáji Bápuji Jehurkar. .	112	Do. do.	5 0
	Ganu Govind	112	Do. do.	5 0
10	Chimnu Bhágu..............	111	Dugoli Turban	3 10
11	Sadu Lakshman Báraskar	110	Do. do.	3 10
	Vithoba Bhisabag	110	Do. do.	3 10
	School Students.			
12	Bála S. Sarje	109	Naralipadari Turban ...	6 0
13	Limba A. Powar...........	106	Do. do. ...	4 10
14	Sakharam W. Selke	105	Do. do. ...	4 10
15	Namder L. Mudgal	103	Dhotrajoda	2 15
16	Bhima L. Dangade	97	Do.	2 8

It may reasonably be hoped that the Ahmednagar Committee will in a few years be in a position to develop the valuable experiment they have so creditably begun, and to offer prizes for agricultural produce, live-stock and implements. The advantages which England and other countries have derived from agricultural exhibitions are well known; and, wherever, as at Ahmednagar, the Indian farmer can be induced to take an interest in them, and compare notes with his neighbours, there can be no doubt that he will learn and improve.

The useful connexion that might thus be established between exhibitors and the High School Farm Committee is obvious, and should be stimulating to both.

RELATION OF HOME TO SCHOOL-LIFE—TRUTH.

By Miss BEALE, Principal of Ladies' College, Cheltenham.

I PROPOSE to take up, this time, a matter, in which the co-operation of parents with teachers is specially needed, and in regard to which we require much thought and guidance—I mean truthfulness. It is so easy to shut our eyes, so pleasant to believe that our children or our pupils are perfect. Parents seem to think children never tell lies, if they are always believed. Many a mother will assert, quite decisively, that her child is truthful—*could* not have done what she is accused of doing; will demand that a teacher shall believe, and conclude perhaps, triumphantly, with the quotation from Dr. Arnold's life. Now, the Doctor did not always believe boys, and certainly he would not pretend to do so, *when* he did not. What he did, and what we should do, is to presume all innocent until they are proved guilty, but we must not close our eyes to evidence. I want so earnestly to press upon parents the duty, first, of looking bravely into the evidence; secondly, of tracing the cause of the sin; thirdly, of dealing calmly and judiciously with the offender.

People seem to think that falsehood is very rare. I do not remember ever to have heard a sermon against lying, and there is not, I think, a single prayer against it in our Liturgy. I once met a German, who said, in a most truthful manner, that he was in the habit of telling lies; but I have never, I think, met with an Englishman who acknowledged this; and I am sure all Head-mistresses will bear me witness, how very rarely parents admit that their children can be guilty.

On one occasion, a child had used a Key in writing an exercise; there could be no doubt about it, as several misprints in the key appeared in her exercise. I produced the two books, but her mother refused to look; she accepted her child's word, and demanded that I should require the teacher to apologise to her child for having made the accusation.

The amazement that is often expressed when children deceive, shows that persons have very little knowledge of children's characters, or, I may add, of their own—certainly, all who try to be true, know that it is not easy. I have been told of children, that they have *never* been known to tell a lie. One mother offered to take her oath that a child had not done something which I knew she had. It is strange, that all the warnings of Scripture, intended to inspire us with a salutary fear, should be thrown away. It was not at all likely that two converts should renounce all advantages, join a despised sect, give a large portion of their property, thus testifying their belief in Christ, and in the very act tell a lie to get a bit of praise, just as if they did not believe in Him.

Kingsley puts strange words into the mouth of S. Elizabeth:—

> "The time hath been that I have lied,
> Through very fear of mine own serving-maid."

We should inspire children with the right fear, that results in carefulness.

Now, in the first place, we must consider what is meant by a truthful character. What does a parent mean who says, "I am sure my child would not tell a lie." Truthfulness is not a quality apart. Those to whom a good conscience is more than ease or worldly advantage, will speak the truth; others will take the most available means to gain what they wish or to escape pain. "Guilt and guile are closely allied, if they are not the very same." We must therefore look to the *cause* of any untruthfulness. Why are people deceitful? I will not deny the possibility of there being some few persons of weak intellect who may *prefer* doing things on the sly, as we have heard of cats who will decline dinner given to them, but will steal the same meat when put out of sight. But the ordinary child does not act in a motiveless way; a lie is told for some purpose—vanity, laziness, fear, and gain being amongst the most frequent causes. I put them in what I believe to be the order of rank.

Let us take vanity first. It must not be confounded with conceit. The conceited person is happy in his own good opinion, and believes he has that of others. He supposes himself an object of attention to them, and is quite truthful in ascribing to himself the qualities which he believes to be his; the vain person desires to live in the thoughts of others, and to obtain admiration for qualities he may or may not possess. A conceited person will not be in the least shy, feeling sure of the admiration of all,—a vain person is nervously so, being anxious to gain that which he is often conscious of not deserving; the one, then, has temptations to falsehood from which the other is free. Vanity is the love of being noticed (not necessarily admired). I know a child who was heard talking to herself—"Well, if I can't be famous for being good, I'll be famous for being naughty!" and we must all know some Master Tommy, who delights to hear nurse say, he is the most naughty, rampagious boy she ever knew, and who is much pleased that somebody wonders how he dares! This love of notice attains in children sometimes prodigious proportions, and shows itself in ways, which the inexperienced would regard as impossible. A schoolfellow of my own had a great admiration for our schoolmistress. On one occasion she was shut up a whole day for pretending she could not do a sum which she could easily have done. She said afterwards, that she had acted thus in order that she might be lectured by the object of her admiration. This is, however, a comparatively innocent ruse compared with others which may be resorted to; the love of being scolded rather than remain unnoticed, is less common, I believe, and less dangerous certainly, than the love of being pitied.

Extraordinary cases I have known or heard of, in whom this morbid craving for notice was highly developed. One child wrote to another a circumstantial account of her own mother's death, the mother being all the time perfectly well; the only motive being to excite pity for herself. Another lived for months the centre of romantic attention, because she had given out that she was engaged to one of the nobility; and she supported the delusion by apparently reading, but really inventing, letters to herself. A head-mistress has told me, that one of her pupils showed about love-letters which she had written to herself, merely to cause excitement amongst her companions. Some live in quite a world of romance, in which they are chief actors; and occasionally they produce scenes, which they have already enacted several times before, on the boards of their *Chateaux d'Espagne.*

Of course, vanity reaches these extreme developments but rarely. The temptation is one natural, however, to children. To obtain the approbation of those set over them, is a legitimate desire with them; it supplies in the *very* young the place of conscience, and helps in its development ere we attain or approach S. Paul's standard, and can say, "It is a small matter that I be judged of man's judgment. I exercise myself to have a conscience void of offence." We must not, therefore, condemn too sternly the little touches of vanity which we observe in children, though we do well to let them know we see through such; the brain is not yet fully developed, and there is often a sort of shallow cunning, such as we see in the lower animals, especially when children lay themselves out for company. I have a cat which has quite given up all kitten tricks when we are alone, but occasionally I find her playing gracefully with the blind string, and courting the admiration of visitors.

The love of pity, however, is the most dangerous. Many are the falsehoods due to this morbid desire,—it makes sham invalids, who end perhaps in believing in the pains they talk about. Some such are, according to their own account, starved at school. Some refuse to eat, that they may be pressed to do so by one whom they admire. In case a child makes a complaint of starvation, a parent should always ascertain the truth; sometimes it is done to obtain hampers from home, sometimes it would be thought derogatory to be satisfied with school-fare, as implying that they were not in the habit of living like Lucullus at home. There is no better corrective than to tell the child what you have noticed. They are annoyed at finding their thoughts read. Those who cannot do without pity must be sick or ill-used; if the two luxuries can be combined, and the former is the consequence of the latter, the victim is happy indeed—many real pains and privations will people endure for the sake of this. It is recorded of some saint, that he felt no hunger while people where gazing at him on his column, it was when they went away that the appetite asserted itself, and the real pains of fasting began. It is the sham martyrs who are the most dangerous. They bring home wonderful stories of the strange lessons set, of the unkindness of teachers, and they are "obliged" to sit up half the night to prepare their work, but "please don't mention it, it won't do to complain"; and parents yield to this.

Now, how shall we, parents and teachers, help one another to educate children in truthful habits and principles? First, let us consider whether we sincerely desire it *in all respects*, and, *after* we have counted the cost, sit down to build the tower.

1. We must earnestly desire to be strictly truthful ourselves. Teachers, *e.g.*, must show that they consider it a solemn duty to teach the truth, though it should darken a favourite hero in history, though it should prove the religious party to which they belong wrong, and the opposite one right. Parents must never countenance the special kinds of falsehood which are considered harmless by their special section of society. I fear each section has a special code. Boys too often call it "fair" to cheat their masters who would scorn to cheat a companion; servants to sell their masters' property, when it is called a perquisite; tradesmen to talk of awful sacrifices! Society "keeps up appearances," pretending to be rich, etc., to gain consideration—the fashionable world professes to enjoy what it detests. The poor pretend to be poorer than they are, conceal gifts they have received in order to get more—each thinks there is no harm in his particular form of falsehood, but condemns that of his neighbour. Very appropriate is Cowper's satire. We must, then, ourselves endeavour to be strictly true in word or deed, and never justify deceit. Thus some parents will punish children severely for telling a lie, but let them use cribs; or give up, for their own, work which they have not done honestly by the work of their own brains; or teach them to say polite things which they do not mean. Those who condemn a *poor* child for stealing will speak lightly of richer boys robbing an orchard. I shall never forget the shock to my moral sense when, as a child, I heard a clergyman laugh at stealing fruit. Some will plead the false to gain the true—say to a child, I know you have done this, when they don't know, but merely suspect. Some think more of the disgrace of discovery than the sin. "I tell her, what a fool she was," said a mother to me, "she was sure to be found out!"

2. If children have been untrue, we must not heal the wound slightly. We must teach them to trace up the sin to its cause, notice the occasions, and warn them to avoid those occasions.

3. Require them to undo the wrong if possible, by acknowledging the falsehood. To really good children, this is a very terrible thing: they are guilty of some fault, and the impulse is so strong to defend self, and then to persist in the falsehood. I shall not easily forget one, really an excellent girl, who thus denied doing what I knew she had done. It took about twelve hours to obtain a confession from her; but when the victory was won, she came out not only stronger, but so much more tender towards others—so

helpful the next year as one of the heads in a boarding-house in helping a little one who had done wrong. And, so far from its being a conclusive argument that a child is so good, she could not have told a lie, paradoxical as it may seem, it is often the reverse of the truth—extremes meet. A *very* naughty child is below caring for public opinion. A *very* good one is above it; so both speak the truth. One, however, who is good, but not perfect, is in danger. Strange instances one sometimes meets with of partial confession. A child had taken what did not belong to her. I knew all particulars. After some time she confessed that she had, but not out of a purse; then she admitted out of one purse, but not out of two; then out of two purses, but on the same day; then on two different days, but she had not changed the money. At this last point she made a very firm stand—indeed, she could not tell me an untruth! I have read similar instances in criminal trials.

4 We must use great tenderness. Ye that are spiritual, restore such an one in the spirit of meekness; "take heed that ye despise not," is a maxim we need to remember. There are forms of deceit so mean that they ought to be despised, but it is compassion that will restore. There must, however, be no lack of firmness. If an act of cheating has become known, the acknowledgment and expression of sorrow must be made in the presence of the class; but if it is not known, I would never needlessly publish another's fault. To do so is to deprive her of the good opinion of those around her, which is one sustaining motive, and to promote a "don't care" spirit, is proverbially dangerous. We should especially take care not to lead a child into temptation by suddenly asking the question; it is so natural to say No. It is as instinctive as warding off a blow; there is no treatment more fatal often than that which the thoughtless imitators of Dr. Arnold are guilty of. Did you do this? "No." "I believe you." Either the child goes away contented, and his character is immeasurably lowered, or he suffers pangs of remorse from which it is well if after much suffering he has the courage to deliver himself. One child who had cheated in an examination, and been found out, said to me through her sobs, "I prayed that I might be found out!" I quite believed her. She had suffered terribly. She longed to be delivered from the burden, but she had not the courage to inflict the pain on herself.

It is well, if we have great cause for suspicion, or know a child guilty, to say first—"My child, I forbid you to speak, listen in absolute silence until I ask you;" then with gentleness and sympathy show that you understand how she may have fallen—how she yielded perhaps to a desire to please—or did not think before speaking—how hard it is to say, "I have sinned,"—hard for us all. Don't let her think that you will consider her utterly bad, and cast her away—tell her that sorrow for the past, and a wish to do right in future, is all that is needed. Show that you know, from personal experience, how much it costs to do right, and you will rarely fail.

We must make allowances for those who have been accustomed from childhood to speak carelessly, inaccurately. We all know the story of the vast variety of dogs, which came down to my dog and another. The love of telling good stories is a great snare. I believe some have, by drawing on their "imagination for facts," so weakened the memory, that they scarcely can speak the truth. I do not, of course, mean that we must shut out all fun, and make children scrupulous rather than conscientious. Some kinds of falsehood are certainly due to over-excited imagination. I suppose most of us can remember feeling doubtful whether we have actually seen, or merely heard of, something which we have realised so vividly, that the impression has risen to the pitch which stamps it as a sensation. So, though we must be careful how we accept the plea, "I forgot," sometimes it is true.

There are people totally unsympathetic, their words seem to themselves sweeter than oil, and yet are they very swords. Such people go away with the comfortable persuasion that they have made themselves very agreeable, when they have left us all "jangled and out of tune." Others respond, like some Æolian harp, to every breath, even to unuttered words. These are never unconscious of another's feelings, and so are tempted to consider rather the impression they make than the literal truth of what they are saying. Such a fault is to be carefully guarded against in youth, or the character may become altogether insincere.

The most important advice to give is this,—(1) Watch over the beginning of this sin; (2) Regard it always as a symptom, look for the real cause and attack that; (3) Don't be violent and harsh, but very gentle and patient—severe, but "pitiful," as I think we shall always be, if we are trying to do right ourselves, if our standard is as high as it ought to be, and therefore conscious of our own shortcomings.—*Journal of Education.*

COLOUR-BLINDNESS.

(FROM AN AMERICAN CORRESPONDENT TO THE "TIMES.")

Philadelphia, Nov. 14.

THE English Board of Trade has recently sent to Captain Clipperton, Her Majesty's Consul at Philadelphia, an instruction to procure one of the instruments *employed by Dr. William* Thomson in the examinations made of the *employés* of the Pennsylvania Railway to detect colour-blindness. *The instrument has* been obtained and forwarded to England, *where it is to be hoped* that the system which it represents *will be as effective in detecting* this grave optical defect as it has been upon the Pennsylvania Railway, where it is now in use.

Dr. William Thomson is a distinguished oculist of Philadelphia, and Professor of Ophthalmology in the Jefferson Medical College. We have no laws in the United States, outside of New England, requiring any examinations for colour-blindness; but the management of the Pennsylvania Railway some time ago determined that a system ought to be put in operation on its lines to detect this defect among the *employés*, and Dr. Thomson was requested to aid the company in having the *employés* examined. After considerable experimenting, he devised an instrument based on the system of Professor Holmgren, of Sweden, which would enable the proper tests to be applied without the presence of any medical man, and the facts to be recorded for reference. This was necessary, because it was requisite to ascertain the colour-sense, the acuteness, range, and field of vision of all the *employés*, numbering about 35,000, and scattered over thousands of miles of railway, and there could not possibly be obtained a sufficient number of ophthalmic surgeons to make the examinations and decisions. A general system has been perfected in connection with this instrument, and has already been used for over 2,000 examinations by which any intelligent non-medical person conducting the test can place upon a blank all the requisite facts for a decision.

To describe the instrument it is necessary first to briefly explain wherein colour-blindness consists. On the Pennsylvania Railway the important orders are transmitted by colour-signals—white signifying safety, green caution, and red danger. The *employé* whose duty it is to obey these signals, and yet who cannot distinguish them, is liable to produce a terrible disaster, and the examinations made show that four men out of every 100 cannot distinguish the red and green signals. With the most perfect sharpness of sight for "form," these men are found unable to distinguish between two colours as pronounced as bright red and pure green, the one looking to their eyes practically the same as the other. There is no actual blindness, all the coloured objects are seen, but the colours are not recognized as the normal-eyed person sees them. The colour-blind, perhaps, see with normal perception the yellow and the violet or blue, but they are unable to detect any marked contrast between the green and red, and perhaps would match a green with a red colour. The colour-blind are often ignorant of the defect. They see coloured objects and distinguish them by the same names that others not colour-blind do, so that the defect cannot be ascertained by asking them to give names for colours. The tests, therefore, are based upon their inability to select colours to match those submitted as the standards. In analyzing the defect, it is found that the "red-blind" man sees all objects of this colour of a darker hue than they are; and the same may be said of the "green-blind" man as to green. Both of these confound red and green with each other and with gray. A mixture of white and black in the proportions required to represent the luminosity of any shade of red or green will give the colour-blind the same optical sensation as that shade. It is a curious fact, however, that this defect is confined almost entirely to men. While one man out of every 25 is colour-blind, the proportion among women is only one in 4,000.

Professor Holmgren's system is based upon the power of the normal eyes to select from many colours offered them those which match a given test colour. He has a collection of skeins of ordinary worsted yarn, about 150 altogether, including shades of every colour, from white through the tints of the spectrum to black. With these are compared three large test skeins, one pure green, light in tint, two rose or purple, a mixture of red and blue, and three pure red. These colours are mingled together, and the person examined is told to select the tints resembling the test skein. He is given first the pure green test. Where the normal eye selects only the green tints, the colour-blind hesitatingly picks out light or dark gray, light brown, or even red as matching the green. The second test skein, rose or purple, composed of red and blue, is seen by the "red-blind" only as blue, and they match it only with blues, while the "green-blind" select greens. The third test, the pure red skein, the colour-blind match with browns, sages, or greens, and they betray their defect, not only by the failure to match, but also by the fact that they overlook or reject colours which do match. The tints selected by the colour-blind to match the test skeins are called "confusion-colours," and they become well known to any examiner who uses this method. Briefly stated, those who with the green test select grays, light browns, tan-colours, light reds, or pinks are colour-blind. It is desired, however, to know whether they are to be classed as "red-blind" or "green-blind," and for that reason the second (rose or purple) test is made. Those who select blue and violet tints for rose are "red-blind," while those who select gray or green tints are "green-blind." It is not, of course, necessary to decide whether the defect be red or green blindness, but, to finally convince the doubters, the third (or red) test is made, wherein the "red-blind" choose as red the shades darker than red, and the "green-blind" the shades lighter than red. Both show inability, however, to distinguish between green and red, the two important colours in land and marine signals.

Dr. Thomson, for the Pennsylvania Railroad examinations, has ingeniously made Holmgren's system available in an instrument of the greatest simplicity and effectiveness. He has two flat narrow sticks, each about two feet long, hinged together at one end. To one of these sticks, he hangs 40 worsted skeins attached to little buttons hung upon hooks, so arranged that the buttons can be readily unhooked. The buttons are numbered from 1 to 40, and the other stick is shut down over the buttons so as to conceal the numbers and keep them in their places. When presented to the person examined, it appears simply as 40 skeins of different coloured worsted yarn hanging from a stick. He arranges the 40 skeins upon a theory, which experience has taught him, that it is only necessary to use the genuine tints of the three tests colours—green, rose, and red—and the "confusion colours." He is able to reduce Holmgren's 150 skeins to 40, and, so far, simplify and shorten the examination. Beginning at the left hand, he devotes the first 20 numbers, or one-half the skein, to the green test. The ten odd numbers are shades of green; the ten even numbers are "confusion colours," such as grays, tans, light browns, &c., and this half of the stick is for the diagnosis of colour-blindness. The skeins from 21 to 30 have rose or purple tints on the odd numbers, and blue tints on the even numbers. The remaining skeins from 31 to 40 have red tints on the odd numbers, and the "confusion colours" for red on the even numbers, such as browns, sages, and dark olives. A man placed before the instrument is first told to select ten skeins to match the green test skein which is shown him. If his eyes are normal he quickly throws the ten green skeins over the stick, and a clerk recording the result will examine the buttons and put down the series of odd numbers from 1 to 19, as the entry upon the blank report. The normal eye will select only the odd-numbered green tints from the first half of the stick, while the colour-blind will hesitatingly select at random odd and even numbers all along the stick. Thus the clerk can readily separate the 24 men whose eyes are normal from the one who is colour-blind, and the intervention of the ophthalmic surgeon is only necessary to finally decide upon the latter. The blanks, properly filled up and sent to head-quarters, tell the result in the case of each *employé* by the odd or even numbers, and the supervising authority thus can confide to subordinates on any part of the railway the labour of selecting the colour-blind for further tests, if necessary. No great skill or professional knowledge, it will thus be seen, is necessary to make the original examination and record. This instrument has made the examination entirely feasible on the Pennsylvania Railway in the hands of several non-professional examiners on different parts of the lines. Their reports, carefully scrutinized, have uniformly developed the fact above stated that slightly over 4 per cent. of the men are colour-blind—the exact percentage is 4·2. The instrument has also been put in experimental practice upon several other American railways, chiefly in New England.

The examinations made also include the acuteness, range, and field of vision, as well as colour-blindness, but it is the latter that absorbs the chief interest. When the man who is colour-blind is placed under examination, his hesitancy in selecting the skeins from the instrument quickly betrays his defect. Beginning with the green test, he looks again and again, at the test skein and selects slowly one of the hanging green skeins, then pushes aside the other greens, and selects a gray or tan skein, then another green. His movements are marked by hesitancy and doubt in sharp contrast with the promptness and celerity of the man whose sight is normal. Then he is given the rose skein to match, and he selects either purple or blue, for he is red-blind and cannot see the red colour in the mixture of red and blue that makes the purple of the test skein. If he had been more green than red blind, he would have picked out some green and gray tints to match the rose. By this time no one can doubt his inability to recognize colours. Then he is given the final test—the red skein—and he selects probably half his skeins of red and the other dark brown.

The clerk records simply the numbers of the skeins selected, and the liberal selections of even numbers among the 40 on the stick shows the man to be colour-blind and he is turned over to the ophthalmic surgeon for further and closer examination. The system is excellent and most simple, and its adoption will be only a matter of time on both railways and vessels in the United States.

NOTICE TO CORRESPONDENT.

H. N. V.—Declined.

BOOKS RECEIVED.

The Editor acknowledges with thanks the receipt of the following publications:—

1. The Madras Journal of Education for August and Sept. 1881.
2. Report on Public Instruction in British Burmah for 1880-81.
3. Report on Public Instruction in Assam for the year 1880-81.
4. History of the British Empire. By Edgar Sanderson, M.A.
5. The Urdu Instructor for January 1882.

GOVERNMENT CENTRAL BOOK DEPÔT.

List of New Books received in the Government Central Book Depôt, Bombay, from 16th November to 15th December 1881.

Fresh supply received from England.

ENGLISH.	Rs.	a.	p.
Meadow's Manual of Midwifery, 4th Edition, revised and enlarged, 1882	6	4	0

New Editions published.

MARATHI.			
Departmental Third Book, 7th Stereotyped Edition	0	5	6

New Books purchased by the Department.

GUJARATI.

	Rs.	a.	p.
Tunki Kahanio, or Chambers's Short Stories, translated by Mrs. Shringára, a pupil in the Female Training College, Ahmedabad. 3rd Edition	0	8	0

Government Publications.

ENGLISH.

Nairne's Historical Sketch of the Konkan	0	8	0
Selections from Records of the Bombay Government No. CLV.—Papers relating to the revision of the rates of assessment on the expiration of the first settlement in the old Bankapur Taluka of the Dharwar Collectorate.	1	7	0

N. V. BAPAT,
Curator.

DEPARTMENTAL NOTICES.

Packets sent by Post.

NOTIFICATION.

The subjoined Government Resolution No. 4108, dated 4th November 1881, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
21st November 1881.

No. 4108.

FINANCIAL DEPARTMENT.

Bombay Castle, 4th November 1881.

Letter from the Officiating Under-Secretary to the Government of India, Department of Finance and Commerce, No. 3721, dated 24th October 1881.

"A practice seems to exist in some Government offices of using waxcloth for the outer covering of articles intended for transmission by post. The postage-stamps are affixed either to this outer covering, or to the inside covering, which is generally of paper. In the one case the stamps do not adhere properly to the covering material, and are therefore liable to fall off, and in the other the outer covering is required to be cut open by the Post Office at the point where stamps are affixed for the purpose of defacing the stamps under the rules of the Postal Department, and thus the object of protecting the article from rains or damp by the use of waxcloth is frustrated.

"2. It is, therefore, suggested that all Government officers may be informed as above. In some parts of the country, especially during the rains, the use of waxcloth for the transmission of articles by post may be indispensable. But when in such cases it is used, its use as an inside covering only appears desirable."

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat and all Heads of Offices, who should be directed to adopt the suggestions of the Government of India.

J. MONTEATH,

Acting Under-Secretary to Government.

To all HEADS of OFFICES under the REVENUE, GENERAL and FINANCIAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices subordinate to them); the ACCOUNTANT-GENERAL.

Clothing.

NOTIFICATION.

The subjoined Government Resolution No. 3978, dated 27th October 1881, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
21st November 1881.

No. 3978.

FINANCIAL DEPARTMENT.

Bombay Castle, 27th October 1881.

Financial Resolution No. 5374, dated 3rd November 1880.
Financial Resolution No. 953, dated 10th June 1881.

Resolution of the Government of India, Department of Finance and Commerce, No. 3511, dated 11th October 1881—Conveying instructions to the Government of the Punjab, regarding the supply of clothing required for the Punjab Police Force; and observing (paragraph 4) that the Government of India expect the Heads of Departments to take special pains to carry out the policy declared in the Resolutions noted in the margin, and hope that the local Governments will insist that they shall do so, and they should pass no indent for stores upon the Secretary of State without satisfying themselves in each case, that the articles entered in the indent cannot be procured of Indian manufacture at a price not higher than that of imported goods of the same class.

Resolution.—The above Resolution has been republished in the *Bombay Government Gazette* from the *Gazette of India.*

2. Copies to be forwarded to all Departments of the Secretariat for information and guidance, with reference to the instructions contained in paragraph 4 of the Government of India's Resolution.

J. Monteath,
Acting Under-Secretary to Government.

To all Departments of the Secretariat (with copies of the Government of India's Resolution); the Accountant-General.

Superannuation.

Notification.

The subjoined Government Resolution No. 4520 of the 30th November 1881, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
15th December 1881.

Superannuation.

No. 4520.

Financial Department.

Bombay Castle, 30th November 1881.

Resolution of Government in the Judicial Department, No. 7206, dated 31st October 1881—Transferring to this Department copy of a letter No. L.A.-12715, dated 15th idem, from the Accountant-General, wherein that officer observes, with reference to the case of Ráo Sáheb Náráyan Balwant Bhisé, Subordinate Judge of Alibág, who was allowed by the District Judge of Thána to continue in service beyond the period for which his retention was sanctioned by Government, that Government Resolution No. 1854, dated 28th May 1881, allows an officer, who has been refused an extension of service, to continue in the service until he is relieved by his successor and does not appear to him to apply to the case of an officer who is allowed an extension of service for a specified period, and that in such cases, he submits, it is the duty of the head of the office to see that timely arrangements are made to relieve the officer concerned on the date the period of his service expires, or to apply beforehand to Government for a further extension, and requests that a rule should be passed for guidance in future similar cases.

RESOLUTION.—Government in the Financial Department concur with the Accountant-General in the view expressed by him. By Government Resolution No. 1854, dated May 28th, 1881, it was ruled that when an officer had been refused an extension of service, he might in the absence of specific orders to the contrary be allowed to continue in service until he was relieved by his successor. In cases, however, where an extension of service has been applied for and granted to an officer, and no further extension is asked and sanctioned that officer must be held to cease to be in the service of Government and to be entitled to any pay from the date of the expiration of the period for which the extension was granted. In such cases it is for the officer, under whom is serving the officer to whom the extension has been given, to take timely measures to ensure as far as in him lies that another officer shall be available to take over charge from the time-expired officer on the date on which the extension given terminates.

2. As regards the case of Ráo Sáheb Náráyan Balwant he should be granted pay until he ceases to perform his duties.

JOHN NUGENT,
Acting Secretary to Government.

To all HEADS of OFFICES under the REVENUE, GENERAL and FINANCIAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices subordinate to them); the ACCOUNTANT-GENERAL.

Carts.

NOTIFICATION.

The subjoined Government Resolutions, Revenue Department, Nos. 6524 and 6633, dated respectively the 2nd and 8th November 1881, are published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
20th December 1881.

Carts.

No. 6524.

REVENUE DEPARTMENT.

Bombay Castle, 2nd November 1881.

Memorandum from the Public Works Department of the Secretariat, No. 888-E., dated 17th October 1881—Transferring for disposal a letter from the Superintending Engineer, N. D., who observes, with reference to Government Resolution, Public Works Department, No. 385-E.—1433, dated 3rd October 1881 (embodying Government Resolution, Revenue Deparment, No. 5521, dated 23rd September 1881), that he presumes the orders regarding the hire of carts do not preclude him from making his own arrangements to hire carts by the month, paying the full rate as per agreement for their return on discharge to the place from whence they were engaged, and states that this was the arrangement made by him last year both in Gujarát and the Northern Konkan, and it is essential for daily marching,

Further memorandum from the Public Works Department of the Secretariat, No. 897, dated 19th October 1881—Transferring a letter from the Acting Superintending Engineer, S. D., who enquires if the instructions in the abovementioned Resolution refer only to carts hired by the day, states that in his Division an arrangement is generally made by officers proceeding on tour to hire carts by the month or for a longer period, and that if this is prohibited the movements of all officers will be very greatly hampered, inspections delayed and cost of carriage very much increased, and adds that the cost of Re. 1 per diem for carts is as a rule in excess of what they can be obtained for public works and for officers on tour, and that he trusts this is not to be the minimum charge or it will necessitate a considerable revision of rates and a large increase of outlay to the officers for private and public carriage.

RESOLUTION.—The rules are issued to regulate the requisition (Rule *d*) by public officers for carts on Patels and Mámlatdárs. They do not preclude officers from obtaining carts by free contract, where that is feasible and convenient.

J. B. PEILE,
Secretary to Government.

To the PUBLIC WORKS DEPARTMENT of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT; the COMMISSIONER in SIND, and all COMMISSIONERS of DIVISIONS; the SURVEY and SETTLEMENT COMMISSIONER; all COLLECTORS, including the COLLECTORS and DEPUTY COMMISSIONERS in SIND; the COMMISSIONER of CUSTOMS, OPIUM and ABKARI; the COLLECTOR of SALT REVENUE; the CONSERVATOR of FORESTS, N. D; the CONSERVATOR of FORESTS, S. D; the CONSERVATOR of FORESTS in SIND; the INSPECTOR GENERAL of REGISTRATION and STAMPS; the TALUKDARI SETTLEMENT OFFICER; the ACCOUNTANT-GENERAL.

Carts. No. 6633.

REVENUE DEPARTMENT.

Bombay Castle, *8th November* 1881.

Memorandum from the Commissioner in Sind, No. 4838, dated 15th October 1881—Submitting for orders copy of a letter from the

Collector of Shikárpur, who enquires, with reference to Government Resolution No. 5521, dated 23rd September 1881, under what law every cart-owner is to be "legally bound to supply his cart when his turn comes or find a substitute," and what legal steps are to be taken against him if he refuses to do so.

Resolution.—Rule (*f*) was included in the rules by inadvertence, and should be expunged.

J. B. Peile,
Secretary to Government.

To the Commissioner in Sind; the Commissioner, N. D.; the Commissioner, S. D.; the Commissioner, C. D.; the Survey and Settlement Commissioner; all Collectors, including the Collectors and Deputy Commissioners in Sind; the Commissioner of Customs, Opium and Abkari; the Collector of Salt Revenue; the Conservator of Forests, N. D.; the Conservator of Forests, S. D.; the Conservator of Forests in Sind; the Inspector-General of Registration and Stamps; the Talukdari Settlement Officer; the Accountant-General; all Departments of the Secretariat.

State-Telegrams.

Notification.

The subjoined Government Resolution No. 30 t.—1787, dated 6th December 1881, Public Works Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
20th December 1881.

No. 30 t.—1787 of 1881.

Public Works Department.

Bombay Castle, 6th December 1881.

Endorsement by the Officiating Secretary to the Government of India, No. 417 t., dated 14th November 1881.

Communicates, for information and guidance, a Resolution of the Government of India, Nos. 410—442 t, dated 14th November 1881, and enclosures sanctioning revised rules and tariff for the transmission of telegraph messages in India with effect from the 1st January 1882, and directing that, in view to reduce expenditure, and to prevent the State business from unduly interfering with private message traffic, all "State" telegraph messages shall be sent as "deferred," unless specially marked as "urgent," by the sender, and that no "State" messages shall be despatched as an "ordinary" message.

Resolution.—To be communicated to all Departments of the Secretariat, and published in the *Bombay Government Gazette.*

(Signed) Walter C. Hughes, C.E.,
Acting Under-Secretary to Government.

To all Departments of the Secretariat; the Chief Engineer for Irrigation; the Superintending Engineer, N. D.; the Superintending Engineer, C. D.; the Superintending Engineer, S. D.; the Superintending Engineer in Sind; the Superintendent of Government Telegraphs, Bombay Division; the Executive Engineer, Aden; the Port Engineer, Karáchi; the Examiner of Public Works Accounts, with spare copies for distribution.

APPOINTMENTS AND CHANGES.

Monthly List of Appointments and Changes in the Educational Department from the 16th November to 15th December 1881.

17th November 1881.—Mr. Mirza Ahi Kule Fredunbeg, Supernumerary Local Fund School Master, Mehor, is appointed Acting Persian Teacher, Shikarpur High School.

17th November 1881.—One year's leave, without pay, is granted to Mr. D. D. Shukla, substantive *pro tem.* Third Assistant Master, Broach High School.

19th November 1881.—Mr. S. S. Sahasrabudhé is appointed substantive *pro tem.* Eighth Assistant Master in the Satara High School.

19th November 1881.—Fifteen days' privilege leave is granted to Mr. Harivalabh M., Assistant Deputy Educational Inspector, Kaira and Broach.

19th November 1881.—Mr. G. G. Pandit is permitted to resign his appointment as Fourth Assistant Master in the Poona High School.

22nd November 1881.—Mr. Manjunath Mahabaleshwar is appointed substantive *pro tem.* Seventh Assistant Master in the Karwar High School.

29th November 1881.—Four months' leave on private affairs, commencing from the 2nd instant, is granted to Mr. Raghunath Bálkrisna Mulé, Fifth Assistant Master, Nasik High School.

30th November 1881.—Mr. Sadashiva Ganesh Paranjpe is appointed acting Fifteenth Assistant Master, Poona High School, *vice* Mr. Supekar, resigned.

30th November 1881.—Nine days' sick leave is granted to Mr. Dave, Fourth Assistant Master, Surat High School.

1st December 1881.—Mr. Waman Govind is appointed acting Fifth Assistant Master, Nasik High School, *vice* Mr. Mulé, on leave.

2nd December 1881.—Privilege leave from the 20th October to the 17th November 1881, is granted to Mr. D. M. Bhate, Drawing Master, Nasik High School, on the grounds of urgent necessity.

3rd December 1881.—The unexpired portion (three days) out of the month and a half sick leave granted to Mr. Dave, Third Assistant Master, Bhavnagar High School, is cancelled.

7th December 1881.—Three months' sick leave is granted to Mr. R. G. Agashe, Sub-Deputy Educational Inspector, Nasik Sub-Division.

7th December 1881.—Mr. Mahadeo Anant Sohoni, Head Master, Nasik School No 1, is appointed to act as Sub-Deputy Educational Inspector, Nasik Sub-Division, during the absence of Mr. Agashe on three months' sick leave.

7th December 1881.—Six days' privilege leave is granted to Mr. N. M. Sathe, Assistant Deputy Educational Inspector, Poona Sub-Division.

12th December 1881.—Six months' leave, without pay, is granted to Mr. Dudley, Teacher of the Mistry Class, College of Science, Poona.

12th December 1881.—Mr. Harilal H. Dhruva, B.A., is appointed substantive *pro tem.* Fifth Assistant Master, Surat High School.

14th December 1881.—Mr. R. V. Bilgi, L.C.E., is appointed substantive *pro tem.* Sub-Deputy Educational Inspector, Kaladgi Sub-Division.

14th December 1881.—Mr. P. G. Mehta is permitted to resign his post as Third Assistant Master in the Bhavnagar High School.

15th December 1881.—Mr. G. V. Joshi, B.A., is appointed Fourth Assistant Master, Poona High School, *vice* Mr. G. G. Pandit, B.A., resigned.

15th December 1881.—Mr. M. V. Kirtane, B.A., is appointed Second Assistand Master, Nasik High School, in place of Mr. Joshi.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
19th December 1881.

Bombay Educational Record.

No. 2.] FEBRUARY 1882. [Vol. XVIII.

THE MONTH.

THE most important event of the month is the appointment by the Government of India of an Education-Commission to enquire into the present position of primary, secondary and collegiate education in British India. The general working of the Indian Universities will not come within the scope of the Commission's enquiry. Special or technical education in law, medicine, or engineering, and the education of European and Indo-European children are also excluded. But "with these exceptions the Governor-General in Council is of opinion that the Commission may usefully consider the working of all branches of the Indian educational system." The Commission began to sit at Calcutta on the 10th of February. It is constituted as follows:—

President.

The Hon. W. W. Hunter, LL.D., C.I.E.

Members.

For Madras—
  Mr. J. T. Fowler.
  Rev. W. Miller, M.A.
  Rev. A. Jean, D.D.
  Mr. P. Ranganada Mudaliar, M.A.
For Bombay—
  Mr. W. Lee-Warner, M.A., C.S.
  Mr. H. P. Jacob.
  Mr. K. T. Telang, M.A., LL.B.
For Bengal—
  The Hon. D. M. Barbour, C.S.
  The Hon. Máhárájá Jotendro Mohan Tágor, C.S.I.
  The Hon. Babu Bhudeb Mukerjea, C.I.E.
  Mr. A. W. Croft, M.A.
  Rev. W. R. Blackett, M.A.
  Mr. Ananda Mohun Bhose, B.A.
For the North-Western Provinces and Oudh—
  Mr. K. Deighton, M.A.
  Mr. G. E. Ward, C.S.
  Mr. Syad Mahmud.
For the Panjab—
  Mr. C. Pearson, M.A.
  Mr. Haji Ghulam Hasan.

For the Central Provinces—
Mr. C. A. R. Browning, M.A.
Mr. A. P. Howell, M.A., C.S.

Secretary.

Mr. B. L. Rice.

The Committees of the Commission are of three kinds: General Committees, Select Committees and Provincial Committees. The last mentioned are six in number, and the members of the Commission are distributed among them in the groups above given. Each Provincial Committee will draw up an elaborate report on the past and present state of education in its own province; and on these Provincial reports and on the evidence of witnesses examined by the Commission, the Commission's general report will be mainly based. Witnesses will be examined in Calcutta, and probably also at the capital of each of the other provinces. Among those who will probably give evidence in Calcutta may be mentioned:

Mr. C. Tawney (Principal, Presidency College, Calcutta); Hon. Kristodas Mitra, C.I.E.; Dr. Rajendralala Mitra, C.I.E.; Dr. Krishna Mohan Banerjea; Pandit Ishwar Chandra Vidyasagar; Rev. Father LaFont; the Principal of the London Missionary Institution; Rev. W. Hastie, B.D. (Principal of Free General Assembly's Institution); Rev. J. Robertson (Principal of the Duff College); Rev. Jagadishwar Bhattacharjia; the Head Masters of the Hare and Hindu Schools, Calcutta; Nawab Latif Khan Bahadur; Syad Hasan Khan Bahadur; Hon. Amir Ali; the Hon. Syad Ahmad, C.S.I.

The Commission will sit until the end of March, if not later; and will re-assemble early in December and proceed to the final settlement of the questions before it and to the preparation of its report. In the interim the President and the Secretary will, it is understood, visit the several provinces for the purpose of making such local enquiry as the Commission may think desirable.

THE Annual Convocation of the Bombay University was held in the Sir Kawasji Jehangir Hall on the 24th of January. In the absence of the Chancellor, the Address was delivered by the Vice-Chancellor, Mr. Justice West. The proceedings were of the usual character.

MR. MCMORDIE'S MANUAL, entitled *Studies in English*, may fairly be said to have won a permanent place for itself in Indian High Schools. Encouraged by the wide popularity which the book has attained, the author has now followed it up with another on *English Composition*. The later work seems admirably adapted to the wants of native students and teachers, who will doubtless duly appreciate the two chapters devoted to private and official letter-writing.

At the request of the trustees of the Gilchrist Scholarship Foundation, the Government of India have consented to receive from them from time to time official reports on the characters and academical distinctions of holders of the Gilchrist scholarships. The Government of India do not, however, pledge themselves in any way to find employment for the scholars, and will merely commend them to the attention of the Local Governments and Administrations.

The following are the Regulations which have just been issued by the London University with respect to the proposed examination for the "Teachers' Diplomas":—

EXAMINATION IN THE ART, THEORY, AND HISTORY OF TEACHING.

An examination shall be held once in each year in the Art, Theory, and History of Teaching; and shall commence on the first Tuesday in March.

No candidate shall be admitted to this examination unless he shall have previously graduated in the university; nor unless he shall have given notice of his intention to the registrar at least *two calendar months* before the commencement of the examination.

The fee for this examination, which must be paid when notice of entry is given, shall be 5*l*.

If after payment of his fee a candidate withdraws his name, or fails to present himself at the examination, or fails to pass it, the fee shall not be returned to him; but he shall be allowed to enter for any subsequent examination upon payment, at every such entry, of an additional fee of 2*l*. 10*s*.; provided that such fee be paid, and notice of entry be given, *two calendar months* before the commencement of the examination.

Candidates shall be examined in the following subjects:—

I.—*Mental and Moral Science in their relation to the Work of Teaching.*

Observation and the Training of the Senses.
Association.
Memory.
Reasoning.
Imagination.
The Will, and how to Train it.
Habit and Character.
Authority and Discipline.
Rewards and Punishments.
The Conduct of the Understanding.

II.—*Methods of Teaching and School-Management.*

The Structure, Fitting, and Furniture of School-Buildings.
Sanitary Conditions of Effective Teaching.
Physical Exercises, Drill, and Recreation.
Books and Apparatus.
Registration of Attendance and Progress.
Organisation of Schools.
Classification of Scholars.
Distribution of Duty among Assistants.
Apportionment of Time.
The Co-ordination and Division of Studies.
Examination, *Vivâ voce* and in Writing.
The Use of Oral Lessons and of Book-Work.
Methods of Teaching and of Illustrating each of the subjects included in an ordinary School-Course.
Preparation of Teaching-Notes.
Tests and Records of Results.

III.—*The History of Education; the Lives and Work of Eminent Teachers; and the Systems of Instruction adopted in Foreign Countries.*

[Under this head special Books and Subjects will be prescribed from year to year, and will be announced two years previously.]

IV.—*Practical Skill in Teaching.*

The examination, which shall be both written and practical, shall extend over three days, and shall be conducted as follows:—

WRITTEN EXAMINATION.

Tuesday:	
Morning, 10 to 1.	Mental and Moral Science.
Afternoon, 3 to 6.	Methods of Teaching and School-Management.
Wednesday:	
Morning, 10 to 1.	Methods of Teaching, &c., continued.
Afternoon, 3 to 6.	History of Education; Lives and Work of Eminent Teachers; Systems of Instruction in Foreign Countries.

PRACTICAL EXAMINATION.

Practical Skill in Teaching and in the Management of a Class.
[Arrangements for the division of the examination will be made specially on each occasion. It will be held, if practicable, in the same week as the written examination, the place and hour for holding it being announced previously to the conclusion of such written examination.]

Candidates shall not be approved by the examiners unless they have shown a competent knowledge in all the subjects of examination, and have given satisfactory evidence of practical skill in teaching.

In the course of the second week following the conclusion of the examination, the examiners shall publish the names of the candidates who have passed, arranged in alphabetical order.

A certificate, to be called the "Teacher's Diploma," under the seal of the university, and signed by the Chancellor, shall be delivered at the public presentation for degrees to each candidate who has passed.

THE MATRICULATION PASS-LIST OF THE BOMBAY UNIVERSITY, FOR 1881.

Schools.	No of. Candidates sent up.	No. of Successful Candidates.
Elphinstone High School	125	39
Poona High School	54	23
St. Mary's Institution, Bombay	31	20
Belgaum Sirdárs' High School	51	19
Rájárám High School, Kolhápur	26	18
Dhárvád High School	23	16
Ahmedábád High School	36	14
Free General Assembly's Institution, Bombay	20	13
Fort High School	51	13
Sir J. J. Pársi Benevolent Institution, Bombay	24	11
Káthiáwár High School, Rájkot	15	11
Surat High School	33	10
Barodá High School	24	10
Sátárá High School	16	9
Robert Money Institution	17	8
Bombay Proprietary School	35	7
Surat Mission High School	22	7
Násik High School	13	7
Náráyan Jagannáth High School, Karáchi	12	6
Bahádurkhánji High School, Junágad	12	6
Bombay Scottish High School, Byculla	14	6
Haidarábád High School	15	5
New English School, Poona	17	5
Bishop's High School, Poona	8	5
Ahmednagar High School	13	5
Belgaum London Mission High School	16	5
Byramjee Jeejeebhoy High School, Tháná	15	5
Nariád High School	10	3
Bhávnagar High School	6	3
Amráoti High School	6	3
Broach High School	9	3

THE MATRICULATION PASS-LIST.—*contd.*

Schools.	No. of Candidates sent up.	No. of Successful Candidates.
General Assembly's Institution, Bombay	8	3
Poona Mission Institution	7	3
St. Mary's School, Poona	4	3
Chandanvádi High School	25	2
Ratnágiri High School	15	2
AhmedábádIrishPresbyterianMissionHigh School	10	2
Dhulia High School	10	2
Sávantvádi English School	6	2
John Connon (Scottish) High School	3	2
Karáchi Grammar School	3	2
Kárwár High School	7	2
Haidarábád Mission High School	5	2
Akolá High School	2	1
Sir Cowasjee Jehanghier N. Z. Madresa	4	1
Shikárpur High School	3	1
Bombay Alfred High School	9	1
The Indian High School	5	1
Gogá Mission School	1	1
First Grade Anglo-Vernacular School, Miraj	1	1
Indore English School	6	1
Poona Victoria School	2	1
Bhore Anglo-Vernacular School	1	1
Poona Native Institution	7	...
Bombay Private English School	9	...
Navánagar High School	5	...
Cathedral High School	3	...
Ahmedábád Private High School	11	...
Jehangir Mothábhái High School	4	...
Alfred High School, Kutch	4	...
Private Tuition	425	36
	1,374	388

Of the successful candidates 164 took Sanskrit as their second language, 48 Latin, 8 French, 1 Portuguese, 45 Marathi, 50 Gujarathi, 19 Canarese, 44 Persian, 5 Sindhi, 2 Hindustani and 2 Hebrew; 294 were Hindus, 53 Parsis, 26 Europeans and Indo-Europeans, 8 Portuguese, 2 Muhammadans, 3 Jews and 2 Native Christians.

NOTICES TO CORRESPONDENTS.

A of Ahmednagar.—We cannot find room for your analysis.

S. R. S.—Declined with thanks.

BOOKS RECEIVED.

The Editor acknowledges with thanks the receipt of the following publications :—

1. Report on Public Instruction in the Hyderabad Assigned Districts for the year 1880-81.
2. Report on Public Instruction in Bengal for the year 1880-81.
3. The Urdu Instructor for February.
4. First Steps in English Composition, by W. McMordie, M.A. Atmaram Sagun and Co., Bombay.
5. Report on Public Instruction in the Punjab for the year 1880-81.
6. The Bengal Magazine for January 1882.

GOVERNMENT CENTRAL BOOK DEPOT.

LIST OF NEW BOOKS RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH DECEMBER 1881 TO 15TH JANUARY 1882.

New editions published.

MARATHI.	Rs. a. p
Departmental Fifth Book. 6th Stereotyped edition, 1881.	0 12 0
Anglo-Marathi.	
Talekar's English and Marathi School Dictionary, revised and enlarged, 5th Edition..........................	1 0 0
Books purchased by the Department.	
ENGLISH.	
Craven (Rev. T.)—The Popular Dictionary, English and Roman, Urdu and Roman, Urdu and English (Methodist Episcopal Press, Lucknow)........................	1 4 0

N. V. BAPAT,
Curator.

DEPARTMENTAL NOTICES.

Pensions.

NOTIFICATION.

The subjoined Government Resolution No. 4775, dated 17th instant, in the Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
24th December 1881.

Pensions.

No. 4775.

FINANCIAL DEPARTMENT.

Bombay Castle, 17*th December* 1881.

Read again Government Resolution in the Financial Department, No. 2280—63-CONFL., dated 25th June 1881—Calling upon all Heads of Offices to favour Government with their opinions on certain proposals submitted by Colonel (now Major-General) Anderson with a view to remedy the defects pointed out by him in the present system of granting pensions to uncovenanted native servants of Government.

Read the replies received from the several officers to the above.

Read also memorandum from the Military Department of the Secretariat, dated 19th August 1881—Forwarding the opinions of Heads of Offices in that Department; and observing that, as a remedial measure against the abuses brought to notice, the proposal of the Judge Advocate-General to attach a medical history sheet and a character and defaulter's sheet to the service-books which uncovenanted servants are at present required to be in possession of seems to be the best.

RESOLUTION.—On careful consideration of the views of the various officers consulted, His Excellency the Governor in Council is of opinion that sufficient grounds do not exist to lead Government to recommend to the Government of India the adoption of the proposals made by the late Survey and Settlement Commissioner. No case has been established which would render expedient an interference with the present system of retiring and invalid pensions of native uncovenanted servants, and no action in the directions indicated by Major-General Anderson appears advisable.

2. Government consider however that the suggestions made in the Military Department are judicious and should be carried out. A medical history-sheet should accordingly be added to the service-book of every uncovenanted servant, and that book should also contain a note of every punishment of whatsoever nature inflicted and of the cause of such punishment.

JOHN NUGENT,

Acting Secretary to Government.

To the MILITARY DEPARTMENT of the SECRETARIAT (with the transfer, with reference to the Minute of His Excellency the Governor, dated 3rd August 1881); all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to the officers subordinate to them); all HEADS of OFFICES under the CIVIL DEPARTMENTS of the SECRETARIAT; Major-General W. C. ANDERSON, C.S.I.; the ACCOUNTANT-GENERAL.

Stores.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 4398, dated the 24th November 1881, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
December 27th, 1881.

Stores.

No. 4398.

FINANCIAL DEPARTMENT.

Bombay Castle, 24th November 1881.

Resolution of the Government of India, Department of Finance and Commerce, No. 4192, dated 15th November 1881—Directing that the articles enumerated in the list appended, required for the Colleges and Schools under the Director of Public Instruction in Bengal, should be obtained of Indian manufacture.

RESOLUTION.—This Resolution has been republished in the *Bombay Government Gazette* from the *Gazette of India.*

2. Copies should be specially forwarded to the Educational Department for communication to the Director of Public Instruction.

J. MONTEATH,
Acting Under-Secretary to Government.

To the EDUCATIONAL DEPARTMENT of the SECRETARIAT (with copy of the Resolution of the Government of India); the ACCOUNTANT-GENERAL.

No. 1842 of 1881.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 2nd December 1881.

Copy forwarded to the Director of Public Instruction.

S. MACDONALD,
For Acting Chief Secretary to Government.

FINANCIAL DEPARTMENT.

Bombay Castle, 23rd November 1881.

No. 4373.—The following Notification by the Government of India is republished :—

"DEPARTMENT OF FINANCE AND COMMERCE.

NOTIFICATION.

Simla, the 15th November 1881.

No. 4192.

RESOLUTION—By the Government of India, Department of Finance and Commerce.

Read again the undermentioned papers regarding the supply of stores required for the public service in India :—

Financial	Resolution	No.	3574,	dated	3rd November 1880.
,,	,,	,,	953,	,,	10th June 1881.
,,	Circular	,,	220,	,,	28th April ,,
,,	,,	,,	621,	,,	14th May ,,
,,	Resolution	,,	2777,	,,	1st September 1881.
,,	,,	,,	3660,	,,	18th October ,,

Read also—

Letter from the Government of Bengal, No. 985, dated 13th October 1881.

RESOLUTION.—With their letter last read the Government of Bengal have forwarded returns showing the stores procured by the Director of Public Instruction in Bengal, through the Secretary of State, and European stores purchased locally during the last two years. It appears that the stores so procured for the Colleges and Schools consisted chiefly of chemicals and chemical preparations. A list of such of them as, on the information before the Government of India, it is possible to obtain of Indian manufacture is appended to this Resolution. The Governor-General in Council directs that for the future supply of the articles enumerated in the list, the course suggested in Resolution No. 2777, dated 1st September,* shall be followed in Bengal and in all other Provinces.

ORDERED—That the foregoing Resolution be communicated to the Government of Bengal and to other Local Governments and Administrations for information and guidance.

Ordered also, that it be published in the *Gazette of India*.

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* Published on page 489 of Part I. of the *Bombay Government Gazette*.

List of Articles.

NAMES OF ARTICLES.	1879-80.			1880-81.			TOTAL.		
	Rate.	No. or Quantity.	Amount.	Rate.	No. or Quantity.	Amount.	Rate.	No. or Quantity.	Amount.
Acid, acetic	£ 0-0-6 ...	10 lbs. ...	£ s. d. 0 5 0	£ 0-0-6 ...	5 lbs. ...	£ s. d. 0 2 6	......	15 lbs. ...	£ s. d. 0 7 6
,, ,, (glacial) ...	£ 0-3-6 ...	1 lb. ...	0 3 6	......	4 ,, ...	0 14 10	......	5 ,, ...	0 18 4
,, ,, ...	......	......	...	......	......	...	Re. 1-0-0 per lb.	1 lb. ...	Rs. a. p. 1 0 0
,, citric	......	1 lb. ...	0 3 0	......	1 lb. ...	0 2 8	......	2 lbs. ...	£ s. d. 0 5 8
,, ,, ...	......	......	...	......	......	...	Re. 0-6-0 per oz.	2 ozs ...	Rs. a. p. 0 12 0
,, carbolic, cryst. ...	£ 0-4-0 ...	1 lb. ...	0 4 0	......	1 lb. ...	0 4 0	......	2 lbs ...	£ s. d. 0 8 0
,, hydrochloric ...	......	1 gallon.	...	£ 0-0-2 ...	150 lbs. ...	1 5 0			
,, ,, ...	......	......	...	......	......	...	Re. 1-0-0 per lb.	4 ,, ...	Rs. a. p. 4 0 0
,, ,, Purvis's tested.	......	......	...	£ 0-1-0 ...	10 lbs. ...	0 10 0			
,, muriatic	......	......	...	Re. 0-7-0 ...	14 ,, ...	Rs. a. p. 8 8 0			
,, ,, (chemically pure)	......	......	...	Re. 1-0-0...	2 ,, ...	2 10 0			
,, nitric	......	......	...	......	......	...	Re. 0-14-0 per lb.	2 ,, ...	1 12 0
,, ,, ...	......	1 gallon.	...	£ 0-0-6 ...	100 lbs. ...	£ s. d. 2 10 0			

List of Articles—continued.

NAMES OF ARTICLES.	1879-80.			1880-81.			TOTAL.		
	Rate.	No. or Quantity.	Amount.	Rate.	No. or Quantity.	Amount.	Rate.	No. or Quantity.	Amount.
Acid, nitric	......	......	...	£ 0-1-4 ...	10 lbs. ...	£. s. d. 0 13 4			
,, ,, ...	Rs. 1-4-0...	4 lbs. ...	Rs. a. p. 5 0 0						
,, ,, ...	......	......	...	Re. 0-10-0 .	16 ,, ...	Rs. a. p. 12 0 0			
,, oxalic	......	......	...	......	......	...	Re. 0-1-6 per oz.	8 ozs. ...	Rs. a. p. 0 12 0
,, ,, ...	£ 0-2-6 ...	4 lbs. ...	£ s. d. 0 10 0	£ 0-2-0 ...	4 lbs. ...	£. s. d. 0 8 0	......	8 lbs. ...	£ s. d. 0 18 0
,, ,, ...	......	8 ozs. ...							
,, sulphuric	......	1 gallon .	...	£ 0-0-2 ...	150 ,, ...	1 5 0			
,, ,, ...	......	......	...	£ 0-1-0 ...	6 ,, ...	0 6 0			
,, ,, ...	......	......	...	Re. 0-4-0..	24 ,, ...	Rs. a. p. 8 10 0			
,, ,, ...	......	......	...	......	......	...	Re. 0-13-4	6 lbs. ...	Rs. a. p. 5 0 0
,, tartaric	£ 0-2-0 ...	2 lbs. ...	0 4 0	......	1 lb. ...	£. s. d. 0 2 0	......	3 ,, ...	£ s. d. 0 6 0
,, ,, ...	......	......	...	......	......	...	Re. 0-2-8.	6 ozs. ...	Rs a. p. 1 0 0
Alcohol	......	......	...	......	......	...	,, 0-4-5.	10 ,, ...	2 12 0

Ammonia, chloride ...	£ 0-1-0 ...	2 lbs. ...	0 2 0	......	1 lb. ...	0 1 0	......	3 lbs. ...	£. s. d. 0 3 0
,, ,, ...	......	2 ,,							
,, ,, ...	......	1 lb. ...	Rs. a. p. 2 4 0						
,, hydrosulphate ...	......	......	...	......	......	...	Rs. 4-5-4.	1½ ,, ...	Rs. a. p. 6 8 0
,, liquor ...	......	......	...	£ 1-4-0 ...	50 lbs. ...	3 6 8			
,, ,, ...	......	......	...	Rs. 1-12-0.	2 ,,	Rs. a. p. 3 8 0			
,, ,, ...	......	......	...	,, 2-0-0 ...	2 ,,	4 10 0			
,, ,, ...	......	......	...	......	......	...	Rs. 1-5-6.	4 ,, ...	5 6 0
,, ,, ...	......	......	...	......	......	...	,, 1-8-0.	1 lb. ...	1 8 0
,, nitrate ...	£ 0-1-4 ...	6 lbs. ...	£ s. d 0 8 0	£ 1-4-0 ...	4 lbs. ...	£. s. d. 0 5 4	......	10 lbs. ...	£ s. d. 0 13 4
,, ,, ...	......	......	...	......	......	...	Rs. 2-7-0 per lb.	2 lbs. 2 ozs.	Rs. a. p. 5 3 0
Antimony, metal ...	......	......	...	......	8 ozs. ...	0 1 6			
,, ,, ...	......	......	...	......	......	...	Re. 1-0-0 per lb.	1 lb. ...	1 0 0
,, oxide ...	......	......	...	......	......	...	,, 0-8-0.	1 oz. ...	0 8 0
Argenti nitras ...	......	......	...	......	8 ozs. ...	2 0 6			
Bleaching powder ...	......	......	...	......	......	...	Rs. 1-8-0 per lb.	½ lb. ...	0 12 0
Blotting-paper ...	......	......	...	......	......	Rs. a. p. 1 11 0			
Borax ...	......	......	...	£ 0-0-6 ...	4 lbs. ...	£. s. d. 0 2 0			

List of Articles—continued.

NAMES OF ARTICLES.	1879-80.			1880-81.			TOTAL.		
	Rate.	No. or Quantity.	Amount.	Rate.	No. or Quantity.	Amount.	Rate.	No. or Quantity.	Amount.
Borax	......	......	...	......	1 lb. ...	Rs. a. p. 0 12 0			
Camphor	......	2 ozs. ...	Rs. a. p. 0 7 0						
Candles	......	......	0 10 6						
Calcium, chloride ...	£ 0-1-0 ...	7 lbs. ...	£. s. d. 0 7 0	......	2 lbs. ...	£. s. d. 0 4 6	......	9 lbs. ...	£ s. d. 0 11 6
" " ...	......	......	...	Re. 1-0-0...	4 " ...	Rs. a. p. 4 0 0			
Caustic potash	Re. 1-0-0...	6 ozs. ...	Rs. a. p. 6 0 0	Rs. 5-0-0...	1 lb. ...	5 0 0	......	2 lbs. 6 ozs.	Rs. a. p. 15 8 0
" "	......	......	...	" 4-0-0...	1 " ...	4 8 0			
" "	......	......	...	......	......	...	Re. 0-3-5 per oz.	14 ozs. ...	3 0 0
Charcoal, animal ...	£ 0-3-6 ...	2 lbs. ...	£. s. d. 0 7 0	£ 0-3-6. .	2 lbs. ...	£. s. d. 0 7 0	......	6 lbs. ...	£ s. d. 1 5 0
" " ...	......	2 " ...	0 11 0						
Charcoal, wood	......	......	...	......	......	...	Re. 0-6-0 per oz.	1 oz. ...	Rs. a. p. 0 6 0
" pure	Re. 1-0-0...	1 lb. ...	Rs. a. p. 1 0 0						
Chloroform, methyld. ...	£ 0-2-6 ...	1 " ...	£. s. d. 0 2 6	......	1lb. ...	£. s. d. 0 2 3	......	2 lbs. ...	£ s. d. 0 4 9

Cloth for pankha frills ...	Annas 8 to 10 per yard.	14 yards...	Rs. a. p. 8 0 0	Annas 8 to 10 per yard.	14 yards..	Rs. a. p. 8 0 0	......	28 yards..	Rs. a. p. 16 0 0
Cobalt, nitrate	£ 0-1-4 ...	4 ozs. ...	£. s. d. 0 5 4	£ 0-1-3 ...	2 ozs. ...	£. s. d. 0 2 6	......	14 ozs. ...	£ s. d. 0 18 10
,, ,, ...	....	......	...	......	8 ,, ...	0 11 0			
,, ,, ...	....	......	...	......	......	...	Rs. 1-12-0	1 ,, ...	Rs. a. p. 1 12 0
Copper, oxide, pure ...	£ 0-4-0 ..	2 lbs. ...	0 8 0	£ 0-4-0 ...	2 lbs. ...	0 8 0	......	4 lbs. ...	£ s. d. 0 16 0
,, ,, (granulated.)	......	......	...	£ 0-5-0 ...	2 ,, ...	0 10 0			
,, black oxide ...	......	......	...	......	......	...	Rs. 0-5-0 per oz.	4 ozs ...	Rs. a. p. 1 4 0
,, sulphate ...	£ 0-1-4 ..	4 lbs. ...	0 5 4	£ 0-1-4 ...	3 lbs. ...	0 4 0	......	7 lbs. ...	£ s. d. 0 9 4
,, leaf, books ...	......	......	...	......	......	...	Re. 0-8-0 per oz.	3 ozs. ...	Rs. a. p. 1 8 0
,, ,, ...	£ 0-0-9 ...	4 number.	0 3 0						
Ether	Rs. 0-8-0 ...	4 ozs. ...	Rs. a. p. 2 0 0						
,, ...	......	......	...	......	......	...	Re. 0-6-0 per oz.	2 ozs. ...	0 12 0
,, sulphuric... ...	......	......	...	£ 0-6-0 ...	10 lbs. ...	3 0 0			
Filters, cut, circular, of sizes	......	36 packages							
,, Swedish	......	......	...	£ 0-0-4 ...	6 number.	0 2 0			
Fluor spar	£ 0-0-4 ...	4 lbs. ...	£. s. d. 0 1 4	£ 0-0-4 ...	4 lbs. ...	0 1 4	......	8 lbs. ...	£ s. d. 0 2 8
,, ,, ...	......	... ...	...	......	......	...	Re. 0-1-5 per oz.	14 ozs. ...	Rs. a. p. 1 4 0

List of Articles—continued.

NAMES OF ARTICLES.	1879-80.			1880-81.			TOTAL.		
	Rate.	No. or Quantity.	Total Cost.	Rate.	No. or Quantity.	Total Cost.	Rate.	No. or Quantity.	Total Cost.
Grease	......	......	...	......	......	...	Re. 0-12-0 per lb.	1 lb. ...	Rs. a. p. 0 12 0
Gold leaf, books... ..	......	......	...	£ 0-2-0 ...	2 books..	0 4 0			
" " "	......	......	...	£ 0-1-6 ...	2 " ...	0 3 0			
" " "	......	......	...	......	......	...	Rs. 1-12-0.	1 book ...	1 12 0
" chloride	£ 0-7-6 ...	1 dram ...	0 7 6	Rs. 8-0-0 a dram.	½ dram...	4 4 0			
" "	......	......	...	......	......	...	Re. 0-12-0 per oz.	2 ozs. ...	1 8 0
Gum tragacanth... ...	£ 0-0-8 ...	2 ozs. ...	0 1 4	£ 0-0-6 ...	4 ozs. ...	Rs. a. p. 0 2 0	......	6 " ...	£ s. d. 0 3 4
Hammer	......	......	...	......	1 number				
Indigo	......	......	...	Re 0-8-0...	1 oz. ...	0 8 0			
Iodine	£ 0-1-4 ...	8 ozs. ...	0 10 8	£ 0-1-8 ...	8 " ... 8 " ...	£ s. d. 0 13 4 0 16 6	......	24 ozs. ...	2 0 6
"	......	4 " ...	...						
"	......	......	...	......	......	...	Rs. 1-10-8.	1½ oz. ...	Rs. a. p. 2 8 0

Iron filings	£ 0-0-8 ...	2 lbs. ...	0 1 4	......	1 lb. ...	0 0 8	......	3 lbs ...	£. s. d. 0 2 0
,, perchloride	£ 0-1-4 ...	1 lb. ...	0 1 4	£ 0-0-1 ...	8 ozs. ...	0 0 8	......	1 lb. 8 oz.	0 2 0
,, ...	......	......	...	......	......	...	Re. 0-4-0..	4 ozs. ...	Rs. a. p. 1 0 0
,, peroxide	£ 0-1-4 ...	1 lb. ...	0 1 4						
,, sulphate	......	4 lbs. ...	0 1 4	£ 0-0-4 ...	3 lbs. ...	0 1 0	......	7 lbs. ...	£ s. d. 0 2 4
Labels, blank	£ 0-5-0 per 1,000.	2,000 numbers.	0 10 0	£ 0-5-0 per 1,000.	2,000 numbers.	0 10 0	......	4,000 numbers.	1 0 0
Lamp	......	......	...	......	1 ,, ...	Rs. a. p. 11 6 0			
Lead, acetate	£ 0-1-4 ...	2 lbs. ...	0 2 8	......	3 lbs. ...	£ s. d. 0 5 0	......	5 lbs. ...	0 7 8
,, chromate... ...	£ 0-3-0 ...	2 lbs. ...	0 6 0						
,, nitrate	£ 0-1-0 ...	1 lb. ...	0 1 0						
Lock	......	......	...	......	......	Rs. a. p. 0 3 0			
Manganese, black oxide ...	£ 0-0-4 ...	15 lbs. ...	0 5 0	£ 0-0-4 ...	10 lbs. ...	£ s. d. 0 3 4	......	25 lbs. ...	£ s. d. 0 8 4
,, sulphate ...	£ 0-2-0 ...	1 lb. ...	0 2 0	......	......				
Mercury	......	......	...	......	1 lb. ...	Rs. a. p. 3 0 0			
,, oxide	......	......	...	......	1 ,, ...	£ s. d. 0 6 0			
,, red oxide ...	......	......	...	Re. 0-8-0 per oz.	4 ozs. ...	Rs. a. p. 2 1 6	......	......	...
,, ,, ...	......	......	...	......	......	...	Re. 0-8-0 per oz.	2 ozs. ...	Rs. a. p. 1 0 0

List of Articles—continued.

NAMES OF ARTICLES.	1879-80.			1880-81.			TOTAL.		
	Rate.	No. or Quantity.	Amount.	Rate.	No. or Quantity.	Amount.	Rate.	No. or Quantity.	Amount.
Nib-holders	......	......	Rs. a. p. 0 1 0						
Nitre	......	4 lbs. ...	0 8 0	......	4 lbs. ...	0 8 0	......	8 lbs. ...	1 0 0
Parallel rulers, ebony ...	Re 1-0-0 each.	3 number.	3 0 0						
Pestles and mortars, of sizes	......	5 ,, ...	...	£ 0-3-0 ...	2 number	£ s. d. 0 6 0	......	9 number.	...
,, ,, ...	......	......	...	......	2 ,, ...	0 17 6			
Phosphorus, amorphous ...	£ 0-0-6 ...	4 ozs. ...	£ s. d. 0 2 0	£ 0-0-6 ...	2 ozs. ...	0 1 0	......	6 ozs. ...	£ s. d. 0 3 0
,, sticks ...	£ 0-0-6 ...	8 ,, ...	0 4 0	£ 0-0-6 ...	8 ,, ...	0 4 0	......	1 lb. ..	0 8 0
Porcelain dishes, of sizes...	......	20 number.	...	......	25 number	0 18 6	......	53 number.	...
,, ,, ...	......	......	...	£ 0-1-9 ...	2 ,, ...	0 3 6			
,, ,, ...	......	......	...	£ 0-0-7 ...	6 ,, ...	0 3 6			
,, cup	......	......	...	......	......	...	Re. 1-0-0 each.	1 ,, ...	Rs. a. p. 1 0 0
Potash, nitrate	......	......	...	......	16 ozs. ...	0 1 8			
,, ,, ...	......	......	...	......	......	...	Rs. 2-9-7 per lb.	1 lb. 4 ozs.	3 4 0

Potassium	£ 0-6-0 ...	1 oz. ...	0 6 0	......	1 oz. ...	0 6 0	......	2 ozs ...	£ s. d. 0 12 0
,, bichromate ...	£ 0-1-4 ...	4 lbs. ...	0 5 4	£ 0-1-4 ...	4 lbs. ...	0 5 4	......	8 lbs. ...	0 10 8
,, ,, ...	......	......	...	......	......	...	Rs. 1-5-4 per lb.	1 lb. 8 ozs.	Rs. a. p. 2 0 0
,, bromide ...	£ 0-3-0 ...	1 lb. ...	0 3 0	......	1 lb. ...	0 2 8	......	2 lbs. ...	£ s. d. 0 5 8
,, ,, ...	......	......	...	......	......	...	Re. 0-4-0 per oz.	4 ozs. ...	Rs. a. p. 1 0 0
,, cyanide ...	£ 0-5-0 ...	2 lbs. ...	0 10 0	......	1 lb. ...	0 5 0	......	3 lbs. ...	£ s. d. 0 15 0
,, ,, ...	......	......	...	......	......	...	Re. 0-6-0 per oz.	2 ozs. ...	Rs. a. p. 0 12 0
,, chlorate ...	£ 0-1-0 ...	20 lbs. ...	1 0 0	£ 0-1-4 ...	10 lbs. ...	0 13 4	......	30 lbs. ...	£ s. d. 1 13 4
,, ,, ...	......	......	...	......	......	...	Rs. 1-5-4 per lb.	1 lb. 8 ozs.	Rs. a. p. 2 0 0
,, iodide ...	£ 0-16-6...	1 lb. ...	0 16 6	......	1 lb. and 8 ozs.	1 13 4	......	2 lbs. 8 ozs.	£ s. d. 2 9 10
,, ,, ...	......	8 ozs. ...	...	......	......	...	......	......	Rs. a. p. ...
,, ,, ...	......	......	...	......	......	...	Rs. 1-4-0 per oz.	2 oz. ...	2 8 0
,, nitrate ...	£ 0-0-9 ...	6 lbs. ...	0 4 6	£ 0-0-9 ...	6 lbs. ...	0 4 6	......	12 lbs. ...	£ s. d. 0 9 0
,, ,, ...	......	......	...	......	......	...	Rs. 2-9-7 per lb.	1lb. 4 ozs.	Rs. a. p. 3 4 0
,, permanganate...	£ 0-0-4 ...	8 ozs. ...	0 2 8	£ 0-0-3 ...	8 ozs. ...	0 2 0	......	1 lb. ...	£ s. d. 0 4 8

List of Articles—continued.

NAMES OF ARTICLES.	1879-80.			1880-81.			TOTAL.		
	Rate.	No. or Quantity.	Amount.	Rate.	No. or Quantity.	Amount.	Rate.	No. or Quantity.	Amount.
Potassium permanganate...	......	......	...	......	......	...	Re. 0-10-0 per oz.	1 oz. ...	Rs. a. p. 0 10 0
Red lead ...	......	......	...	......	......	...	Re. 0-3-0 per oz.	4 ozs. ...	0 12 0
Retort-stands ...	......	......	...	Rs. 3-0-0 each.	6 number	Rs. a. p. 18 0 0	......	......	...
" " ...	......	......	...	" 6-0-0 each.	1 " ...	6 0 0	......	......	...
Sal ammoniac ...	......	2 lbs. ...	Rs. a. p. 1 12 6	......	2 lbs. ...	2 0 0	......	4 lbs. ...	3 12 6
" ...	......	......	...	......	......	...	Rs. 1-8-0 per lb.	1 lb. ..	1 8 0
Saucers ...	......	8 number.							
Scale with weights ...	......	......	...	......	1 set ...	8 0 0			
Shears ...	......	......	...	......	1 pair ...	...			
Silver, nitrate ...	£ 0-4-0 ..	4 ozs. ...	£ s. d. 0 16 0	£ 0-4-0 ...	4 ozs. ...	£ s. d. 0 16 0	......	8 ozs. ...	£ s. d. 1 12 0
" " ...	......	4 " ...	...	Rs. 3-8-0..	2 " ...	Rs. a. p. 7 0 0			
" " ...	......	......	...	......	......	...	Rs. 3-0-0 per oz.	½ oz. ...	Rs. a. p. 1 8 0
Soap ...	......	......	...	......	1 piece...	0 2 0			

Soda, caustic ...	£ 0-2-0 ...	20 lbs. ...	2 0 0	Rs. 5-0-0..	½ lb. ...	2 8 0			
,, ,, ...	......	......	...	......	......	...	Rs. 3-0-0 per lb.	½ lb. ...	Rs. a p. 1 8 0
,, hyposulphite ...	£ 0-0-8 ...	2 lbs. ...	0 1 4	......	2 lbs. ...	£ s. d. 0 1 4	......	4 lbs. ...	£ s. d. 0 2 8
,, ,, ...	......	......	...	......	......	...	Re. 0-2-0 per oz.	4 oz. ...	Rs. a. p. 0 8 0
,, bicarbonate ...	......	......	...	......	......	...	Re 0-1-4 per oz.	6 ,, ...	0 8 0
Sodium, carbonate ...	......	......	...	£ 0-0-6 ...	10 lbs. ...	0 5 0			
,, ,, pure ...	......	......	...	£ 0-3-0 ...	2 ,, ...	0 6 0			
,, hydrate ...	......	......	...	£ 0-2-0 ...	15 ,, ...	1 10 0			
,, metallic ...	......	......	...	......	......	...	Rs. 1-0-4 per oz.	6 oz. ...	6 2 0
,, sulphate ...	......	......	...	£ 0-0-8 ..	4 lbs. ...	0 2 8			
Spirit of wine ...	......	......	...	......	1 bottle .	Rs. a. p. 2 8 0			
,, ,, methylated ...	......	3 qts. ...	3 12 0	......	3 qts. ...	3 12 0	......	6 qts. ...	Rs. a. p. 7 8 0
,, ,, ,, ...	......	......	...	Re. 1-0-0..	11 lbs. ...	11 0 0	......	......	...
,, ,, ,, ...	......	......	...	......	......	...	Re. 1-0-0 per qt.	4 qts. ...	4 0 0
,, ,, rectified ...	......	......	...	......	2 gallons	28 0 0			
Stoves ...	......	......	...	......	1 number	15 4 0			
Sulphur ...	......	½ lb. ...	Rs. a. p. 0 8 0						

List of Articles—continued.

Names of Articles.	1879-80.			1880-81.			Total.		
	Rate.	No. or Quantity.	Amount.	Rate.	No. or Quantity.	Amount.	Rate.	No. or Quantity.	Amount.
			£ *s.* *d.*			£ *s.* *d.*			£ *s.* *d.*
Sulphur flour ...	£ 0-0-8 ...	4 lbs. ...	0 2 8	£ 0-0-8 ...	4 lbs. ...	0 2 8	......	8 lbs. ...	0 5 4
" " ...	......	......	...	......	......	...	Re. 0-12-0 per lb.	1 lb. ...	Rs. a. p. 0 12 0
Turpentine, oil ...	......	5 lbs. ...	0 6 8	£ 0-1-4 ...	4 lbs. ...	0 5 4	......	9 lbs. ...	£ *s.* *d.* 0 12 0
" " ...	......	1 qt. ...	Rs. a. p. 0 14 0						
Varnish ...	......	......	...	......	1 lb. ...	Rs. a. p. 0 8 0			
Wax ...	......	......	...	......	1 " ...	£ *s.* *d.* 0 4 0			
" ...	......	......	...	......	1 " ...	Rs. a. p. 3 0 0			
Wicks for lamps ...	......	......	0 2 3	......	......	0 3 9	......	......	Rs. a. p. 0 6 0
Zinc, sulphate ...	......	......	...	......	......	...	Re. 0-2-0 per oz.	12 ozs. ...	1 8 0
" granulated ...	......	......	...	......	8 ozs....	£ s. d. 0 0 5			

(Signed) T. C. Hope,
Secretary to the Government of India."

The Mary Carpenter Scholarships.

NOTIFICATION.

The Miss Mary Carpenter Scholarships (founded by the National Indian Association) for the year 1882 have been awarded as follows :—

Two Scholarships of Rs. 6 per mensem each.

1. Banubai Dorabji Sethna } Churney Road Government Girls' School.
2. Dosibai Framji Bharucha. }

One Scholarship of Rs. 5 per mensem.

1. Sokrabai Sadashiv,—Bhagwandas Purshotamdas Private Girls' School.

One Scholarship of Rs. 4 per mensem.

1. Mankubai Atmaram—Bhagwandas Purshotamdas Private Girls' School.

2. The scholarships will be held under the conditions laid down in this office Notification, dated 11th November 1881, published at page 262 of the *Bombay Educational Record* for that month. The Deputy Educational Inspectors, Bombay, will from time to time ascertain and report to this office that these conditions have been complied with, and will submit monthly bills for the amounts due on account of the Scholarships.

T. WADDINGTON, Colonel,
Poona, 2nd January 1882. Educational Inspector, C. D.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH DEC. 1881 TO THE 15TH JAN. 1882.

17th December 1881.—The unexpired portion (from the 12th December 1881 to the 2nd January 1882, both days included,) of the five months' leave without pay granted to Mr. Masurkar, Fifth Assistant Master, Dharwar High School, is cancelled.

21st December 1881.—Six weeks' privilege leave is granted to Mr. Hari Vithal Phatak, Assistant Deputy Educational Inspector, Ratnagiri Sub-Division.

22nd December 1881.—Two days' leave without pay is granted to Mr. N. B. Limaye, Vice-Principal, Poona Training College.

22nd December 1881.—Mr. Paragji Valabhram Naik, Head Master, Vernacular School, Katargam, is appointed Head Master, Era Vernacular School.

22nd December 1881.—Mr. Hari Laxumanrai, Second Assistant Master, Branch School, Surat, is appointed Head Master, Anglo-Vernacular School, Ankleshwar.

22nd December 1881.—Mr. Ambulal Damodar Joshi, First Assistant Master, Anglo-Vernacular School, Balsar, is appointed Second Assistant Master, Branch School, Surat.

22nd December 1881.—Mr. Hargovind Mayaram, Head Master, Vernacular School, No. 1 Branch, is appointed Head Master, Vernacular School, Umreth.

22nd December 1881.—Mr. Jivaram Kalidas, Head Master, Vernacular School, Umreth, is appointed Head Master, Vernacular School, No. 1 Branch.

24th December 1881.—Six months' leave, without pay, is granted to Mr. Ramji Virji Bhatt, Seventh Assistant Master, Fort Branch First Grade Anglo-Vernacular School, Bombay.

24th December 1881.—Mr. Pestanji Motabhai Karkhanavala is appointed substantive *pro tem.* Seventh Assistant Master, Fort Branch School, Bombay.

24th December 1881.—Mr. Kawasji D. Chokashi is appointed Acting Second Assistant Master in the Chandanwadi First Grade Anglo-Vernacular School, Bombay.

24th December 1881.—One year's furlough is granted to Mr. Duttu Narsinh Joshi, Sixth Assistant Master (Marathi Side), Elphinstone High School.

24th December 1881.—Mr. Ramchandra B. Gunjikar, Seventh Assistant Master (Marathi Side), Elphinstone High School, is appointed Acting Sixth Assistant Master in the same School, *vice* Mr. Joshi, on leave.

24th December 1881.—Mr. Ganpatrao Mahadeo Dhairyawan, Eighth Assistant Master (Marathi Side), Elphinstone High School, is appointed Acting Seventh Assistant Master in the same School, *vice* Mr. Gunjikar.

24th December 1881.—Mr. Vasant Laxuman Dharadhur, F.E.A., is appointed Acting Eighth Assistant Master (Marathi Side), Elphinstone High School.

30th December 1881.—Mr. Chintaman Vinayek Vaidya is appointed Senior Dakshina Fellow in the Elphinstone College.

30th December—Mr. Ramkrishna Sukharam Athavale is appointed Senior Dakshina Fellow in the Elphinstone College.

30th December 1881.—Mr. Krishnaji Balwant Wagle is appointed Junior Dakshina Fellow in the Elphinstone College.

30th December 1881.—Mr Prabhakar Ramkrishna Bhandarkar is appointed Junior Dakshina Fellow in the Elphinstone College.

10th January 1882.—An extension of six months' leave, without pay, is granted to Mr. Balkrishna Gangadas Desai, Sanskrit Teacher, Ahmedabad Training College.

11th January 1882.—Mr. M. S. Desai is re-appointed a Junior Dakshina Fellow in the Gujarathi College, Ahmedabad.

11th January 1882.—Mr. Bomanji Hormasji Pavri, L.C.E., is appointed substantive *pro tem.* Teacher of the Maistry Class in the College of Science, Poona.

13th January 1882.—One month's privilege leave is granted (on half pay) to Mr. P. B. Godbole, Head Master of the Kumpta English School.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
24th January 1882.

Bombay Educational Record.

No. 3.] MARCH 1882. [Vol. XVIII.

THE MONTH.

THE Education Commission broke up on the 31st instant. It will reassemble at Calcutta on December 1st. The Bombay Provincial Committee, under the presidency of the Honourable W. W. Hunter, will probably take the evidence of a few witnesses in Poona early in September next. The other witnesses will be examined in Bombay during the latter part of October and the first fortnight of November.

As it is the desire of the Commission that all interests involved in the present enquiry should be strongly represented, the number of witnesses who will be examined in this Presidency will probably not be less than twenty. A list of them will appear in our next issue. The Rev. D. Mackichan, Professor in the Free General Assembly's College, Bombay, has already been examined at Calcutta; and we hope to give in our next number some extracts from his evidence.

The meetings of the Provincial Committee at Poona and Bombay for the examination of witnesses will be open to the public.

THE recent examinations for Matriculation at the University of London, show some curious results, and have led to a temperate and well-reasoned remonstrance to the Senate from a well-known school. Out of 793 candidates who entered for the examination in January last, 495, or 62 per cent., were rejected; while, out of the 298 who passed, only ten were placed in the Honours Division, into which, on a former occasion, with 868 candidates, as many as 155 were admitted. Comparing these two examinations, we have the remarkable anomaly presented to us, that the candidates who took the 11th, 12th and 13th places, and so on, in the late examination, and were *excluded* from the Honour List, must, if any thing like the same standard had been adopted, have been inferior to those who in a former year took the 138th, 139th, and 140th places in the whole examination, and were *included* in the Honours Division. Assuming that the average intellect and education of the country does not vary within wide limits from year to year, and considering that the large number of candidates attracted to the London Examination is amply sufficient to eliminate chance, and give a fairly uniform representation of that average intellect and education, it is difficult to resist the conclusion which the remonstrants urge upon the Senate, that such discrepancies can arise from no other cause than some inequality in the examinations, or in the examiners who have put the standard of one year much higher than another. The problem how to keep results tolerably uniform is certainly not an easy one; for, as the examinations must necessarily vary, no standards can be applied to them which will be in all respects equal from year to year, while the "personal equation" of the examiners changed every five years must also vary. It is suggested that some approach to uniformity might be secured, without any detriment to the examinations or to education, by calculating the actual results of several past years, and placing these every year before the examiners, not as absolute limits, but as guides to the number of passes and rejections at each examination, —a suggestion which rests on the principle that the "average intelligence and preparation of the candidates for Matriculation is a far more constant and uniform quantity than the personal equation of examiners."

MR. KAWASJI DADABHAI NAIGAMWALA, M.A., C.M.P.S., F.C.S., F.I.Ch., has been appointed Lecturer on Physical Science in the Elphinstone College.

WE extract the following paragraphs from an important Resolution recently published by the Government of Bombay on the extension of local Self-Government:

His Excellency the Governor in Council having had under consideration how the principle of local Self-Government may be extended in the Department of Public Instruction, is of opinion that the best field for a tentative measure in this direction offers itself in the management of elementary instruction within Municipal limits.

2. His Excellency in Council prefers to proceed experimentally, and is not prepared at once to hand over grants from Provincial

Revenue *en masse* to all Municipalities. On the other hand he desires to promote a genuine effort at popular Self-Government, and would not be content with a mere nominal transfer of administrative control to existing local bodies which, though very efficient for their own purposes, are largely composed of official members.

3. His Excellency in Council proposes in the first instance to limit the experiment below described to a few chosen Municipalities, which may be Bombay, Poona and Ahmedabad. If the measure succeeds with these Municipalities they will be an example to others, who may then be invited to follow in their steps.

4. The measure should take the form of an offer made to the Municipalities which they will accept or reject, according as their desire for Self-Government is strong and genuine or otherwise.

5. The offer will be made on conditions which Government will attach to the transfer to the Municipalities of money from Provincial Revenues.

6. Government will assure itself by these conditions that the money will be well spent for the public benefit, and will reserve the right to withdraw the grants if such assurance is at any time wanting.

7. As the Municipalities which accept the offer will on their part undertake both labour, expense and responsibility, as much independence of action as possible should be left to them.

* * * *

15. While it appears judicious to proceed tentatively at first in a measure which may lead to important changes in the duties of the Government Department of Public Instruction, His Excellency in Council will have much satisfaction in extending it at no distant date to all the important Municipalities, if the proposals of Government are met with alacrity.

Mr. K. T. Best, Principal of the Guzerat College, has been elected a non-resident Member of the Royal Asiatic Society in London.

The Northbrook Indian Club in London appears to be making satisfactory progress. Last year thirty-two new members were elected, of whom twenty are Natives of India. The Club is about to remove from John St., Bedford Row, to a more central position.

The Journal of the National Indian Association for March says: "The Secretary of State for India in Council has made a grant of Sanskrit books to Pandit Shyâmaji Krishnavarmâ, of Balliol College, in consideration of the great assistance the selected candidates for the Indian Civil Service resident at the University of Oxford have derived from his instruction. We also hear that Pandit Shyâmaji, during his stay with Mr. Stephen Gladstone at Hawarden, had the honour of being introduced to the Prime Minister and Mrs. Gladstone, and that the Premier, in the course of a long conversation, asked him many questions and expressed himself deeply interested in the well-being of the natives of India.

"At the last Examination of the Royal Agricultural College, Cirencester, Mr. A. C. Sen obtained full marks for Chemistry and stood first in his class in Physics (298 out of 300 marks). In Agriculture also he and Mr. S. Hosein were first in the class."

THE Wordsworth Society, which was founded in 1880, now consists of about 150 members. The best result of the Society's formation, so far, says the *Times of India*, is "the announcement of a new critical edition of the poetical works of Wordsworth, to be published in eight volumes, demy 8vo., illustrated with portrait and etchings. The editor is Professor Wm. Knight, LL. D., of St. Andrew's, and the publisher, Mr. Paterson of Edinburgh. This edition will possess many new and valuable features. The poems are to be arranged in chronological order of composition, and not of publication: a very important change from the troublesome arrangement in existing editions. The changes of text adopted by the poet in the successive editions of his works (we know how fond he was of touching up his poems, not always with the happiest results) will all be given in footnotes, with the precise dates of these changes. Important various readings, now only known in MS., will be added, and the notes dictated by Wordsworth to Miss Fenwick, which give the author's own account of the circumstances under which his poems were composed, will be printed in full as prefaces to the various poems. This edition will also contain topographical and other notes, unpublished poems and fragments, a Bibliography of the works, a catena of all criticisms, a life of the poet, a critical exposition of his works, and general index to the whole. The various volumes will further be adorned with frontispieces etched by C. O. Murray, after drawings by John M'Whirter, A.R.A., of localities associated with the poet. A portrait will also be given. The first and second volumes will be issued next month, and two volumes thereafter at intervals of six months, the work being completed in two years from this time. The impression will be limited: 10 copies at 52*s.* 6*d.* per volume; 140 copies at 28*s.* per volume; and 1,000 copies, demy 8vo., at 15*s.* per volume. The higher prices are for better paper, the first proofs of etchings, &c. Those of our readers who would wish to possess an edition, at once critical and luxurious, of Wordsworth's poems, could not do better than become subscribers to this excellent publication; communications with this object, or for the purpose of joining the Wordsworth Society, should be addressed to Professor Wm. Knight, St. Andrew's."

WE publish with this number the 18th annual issue of the Bombay Departmental Directory, which the Director of Public Instruction has kindly placed at our disposal.

THE CAMBRIDGE TRIPOS EXAMINATIONS.

THE practical abolition of the Senior Wranglership at Cambridge is a step about which many sentimental things have been said and written. It is, however, a very serious step to abolish an honour which has been in existence for nearly 200 years, and has so long been regarded as the greatest distinction which a young man of two-and-twenty can hope to obtain; and it is quite reasonable to point out that there has never been anything at Oxford to compare with the position of Senior Wrangler. As regards the objections so often brought against an order of merit, that it fosters the growth of envy, hatred, and uncharitableness,—that we believe to have been entirely without foundation. The competitors in the Mathematical Tripos have always, so far as can be learned, gone into the Senate House as devoid of any feeling of the kind as so many gladiators met together in the arena for the first time. As regards the second objection, that the order of place has not always proved in after life to have been the true order of merit, it must be remembered that the examination is in Mathematical Science, not in administrative ability, or in legal acumen, or in eloquence, or in anything else; that, if we examine the lists, we shall find that the seniors have done better, as a rule, than the seconds, the seconds better than the thirds, and so on, in Mathematics; while in law, in the Church, in general science, and in other branches, such a large number of Senior Wranglers have done well as to mark them out as a specially able and distinguished set of men. Cambridge has, on the whole, every reason, we believe, to be satisfied with her Senior Wranglers.

In that case, it may be asked, why should the distinction be so shorn of its honours as to be practically abolished? Why should the Tripos be reduced to what is little more than a higher Little-Go? The answer seems quite satisfactory. During the last thirty years, the development of pure mathematical science has been simply enormous; not only in this country, but in Germany, France, and Italy, men have been carrying the science forward in a way undreamed of in the sleepy Cambridge of our fathers. Our own mathematicians have had to read the works of foreign writers; so that a man cannot pretend to be a mathematician now who does not understand French, German, and Italian, at least. The old medium of a *lingua communis*, by means of Latin, has been changed for the rather more troublesome one of learning foreign languages. Then, too, the application of science to Physics is a thing almost of the last thirty years. Heat, Electricity, Kinetics, and many other sciences, once experimental, are now being reduced to the exact sciences; and thus, after a certain point, it becomes necessary for a man who takes up Mathematics to specialize his studies. And it is for the sake of those who desire to go beyond the point of general mathematics that the new examination will be held. It will follow the first examination at a due interval; it will allow candidates, with certain restrictions, to take up their own special subjects; and it will award first, second, and third classes, not by marks, and in order of merit, but by the opinion of the Examiner.

Another institution, less venerable, perishes with the Senior Wranglership. Henceforth, the Classical Tripos will also be returned in classes in alphabetical order. This is quite as it should be. Everybody knows that a translation, a set of verses, the answers to a history question even, can only be marked according to opinion, so that the actual place of first-class men was always a matter more or less of chance. The order of merit was, in fact, always an uncertainty, and in many cases it operated so as to include in the First Class men of known mediocrity. This fact may be brought out with great clearness by studying the class lists of the last forty years; or, in fact, since this Tripos was established in the year 1824. Now all this will be changed. The standard of the First Class will be raised; the honour itself will be greatly increased; and the number of those admitted to the First Class will represent a greater variety of merit. There is every probability that the final Class List in Mathematics, and the Classical Tripos as well, will be greatly improved and strengthened by the changes introduced. It is always with a feeling of regret that we see old things go, but it is of the nature of old things that they must go, and be replaced by young and vigorous institutions with new life and new strength.

THE WORKS OF HORACE.

Translated into English Verse, with a Life and Notes, by Sir THEODORE MARTIN, K.C.B. 2 *vols.* (*Blackwood & Sons.*)

No version of Horace has ever appeared in England more complete in itself or more likely to be popular than the one which Sir Theodore Martin has now given to the public. These two handsome volumes contain a life of Horace, and translations of the whole of his writings, with the exception of two Epodes and a part of one of the Satires, which were omitted for obvious reasons. There are, moreover, a number of critical notes and illustrative passages which add to the interest of the work. Only one thing Sir Theodore Martin has failed to do. It would have been better on every account had he inserted a preface, explaining that, after all, this is a rearrangement of old materials rather than a new work: that the life of Horace had already appeared in the series called "Ancient Classics for English Readers;" and that his translation of the Odes had already passed through several editions. That there are editions and improvements, that many Odes have been retranslated, and that the whole book has now a permanent value which neither of its predecessors possessed, may be at once conceded; but it is so obviously to the advantage of both author and reader that there should be no misunderstanding between them, that candour is always the best policy. As it is, on opening the "Life," one is struck by the fact that several of the Odes, which subsequently appear in their proper place, are given in full instead of being merely referred to. This, of course, was requisite when the "Life" was a separate publication, but now these Odes only add to the bulk of the volume without necessity.

The "Life" itself, however, is an agreeable piece of writing. The salient points of Horace's career are illustrated largely from his own confessions, and from them a clear and probably just idea of his character and surroundings may be derived. More than in most cases the man and his writings are one. "Le style c'est l'homme" is especially true with regard to Horace. He is always polished and fastidious, always graceful and courteous, always a kind friend and a genial companion. He has a high sense of honour, a decent respect for religion, and a cheerfulness which will not allow itself to be crushed by the sight of wrong and ill-doing. All this is reflected in every thing he wrote, and hence it is that if we love his poems we have learned to love the poet. Sir Theodore Martin judiciously reminds us that "he has been a manual with men most diverse in their natures, culture, and pursuits. Dante ranks him next after Homer. Montaigne, as might be expected, knows him by heart. Fenelon and Bossuet never weary of quoting him. La Fontaine polishes his own exquisite style upon his model; and Voltaire calls him the best of preachers. Hooker escapes with him to the fields to seek oblivion of a hard life, made harder by a shrewish spouse. Lord Chesterfield tells us, 'when I talked my best I quoted Horace.' To Boileau and to Wordsworth he is equally dear. Condorcet dies in his dungeon with Horace open by his side; and in Gibbon's militia days, 'on every march,' he says, 'in every journey, Horace was always in my pocket, and often in my hand.'" And so, after all these centuries, the kindly Roman poet may be said to have numbered among his friends men not unworthy of the Mæcenas, the Virgil, and the Varius who had so often listened to his poems and had personally known the warm fidelity of his affection.

Sir Theodore Martin's theory of translation is well known. He says that he has endeavoured to convey to the mind of an English reader the impression, as nearly as may be, which the originals produce upon his own, and he adds:—

> "Unless a translation can commend itself to our admiration as intrinsically interesting and good as a piece of harmonious English verse, it can never be admitted to represent what is in the original a masterpiece of Latin verse."

That Sir Theodore Martin has here given a series of pieces "of harmonious English verse" is undeniable, and there is, of course, no doubt that he has done his best to reproduce the impression which the Odes have left on his own mind. It is no less certain that had he followed the example of translators such as Prof. Conington he might often have had to sacrifice melody to accuracy, and, though giving the English reader a better knowledge of what Horace said, might still have left unexplained the charm with which he said it.

Yet, after all allowances, and while confessing that the vigour of many of these translations half disarms criticism, the reader is sometimes fairly astonished at the loose rendering of phrase and metre. We are not sure that the first sentence of Sir Theodore Martin's life of Horace does not partially account for the way in which he has fulfilled his task. He says:—

> "Like the two greatest lyrists of modern times, Burns and Béranger, Horace sprang from the ranks of the people."

Of course he does not carry the resemblance much further, though he quotes Burns more than once as coinciding with Horace in opinion. Now even to speak of Burns and Horace together as lyrists is misleading, and to attempt to popularize Horace as a lyrist whom uncultivated people could recognize must be an obvious mistake. In what, except by way of contrast, is the connection between a poet whose "woodnotes wild" were full of instinct and of passion, and one whose perfectly finished stanzas (*operosa carmina*) leave the assurance of the careful and laborious work which produced them? How can we place side by side, if only for a moment, the peasant-poet with his fierce, wild affections, and the lettered courtier who played with love, and (if we accept the view of a most accomplished scholar, Mr. W. G. Clark, too early lost to us) who invented his Lydia, his Lalage, and the rest of them, as subjects for his verse?

A lyrist more nearly resembling Horace in circumstances and mode of thought is Moore. There is resemblance in their early conditions, their social rise, their kindly patrons, their love of the great world, and the independence which made Moore endure privation rather than appeal to Rogers, and made Horace hold his own in an age of flatterers and sycophants But here the resemblance ends, except, perhaps, that in his love songs Moore was hardly more sincere than Horace. Their literary method was essentially different. Moore was culpably careless in his workmanship, and his songs were essentially lays and ballads which any one could understand and sing. Horace, on the contrary, looked down upon the "profanum vulgus." If his friends approved of his verses, he would care nothing for other critics, and he advised (Satire I. 10 as here translated) :—

To catch the crowd be not your labour bent,
But with some few choice readers be content.

The English lyrist who most nearly approaches Horace in style and method (we are not speaking of the subject of his lyrics) is Gray. There is the same elaborate choice of words, the same love of historical allusion, the same scholarship, the same fastidious literary taste which seems to spring from a mixture of refinement and contempt. But neither Gray nor any other English poet can vie with Horace in the perfect allocation of each word; each is *inlaid* as it were in its proper place, and the result is that "curiosa felicitas" of workmanship which is almost unique in poetry.

Now Sir Theodore Martin, in his apparent anxiety to popularize Horace, throws over all care for what the Horatian critic would hold most dear. He seldom attempts to reproduce the effect of the metre, and if he really gives the effect of the poem as a whole on his own mind, the rendering is frequently very peculiar. His poem may no doubt give pleasure, perhaps more pleasure than a more faithful transcript; but it is certainly a different sort of pleasure. An English cabbage-rose is, no doubt, an admirable flower, but it is hardly a satisfactory representative of a tuberose of Italy.

Take for example Ode II. 4, which, it is fair to say, is one of the worst examples. The real metre is the sapphic, for the measured grace of which is substituted a swinging anapæstic metre, which reads like Moore, or rather a parody of Moore. Horace is recommending Xanthias to marry his handmaid, with whom he is in love; he reminds him of various *mésalliances* of old, and suggests that after all the girl may be of good parentage. Here is Lord Lytton's translation of stanza 4, which is fairly literal, though certainly not likely to be popular :—

How dost thou know but what thy fair-hair'd Phyllis
May make thee son-in-law to splendid parents ?
Doubtless she mourns the wrong to race and hearth-gods
Injured, but regal.

Sir Theodore Martin rolls out :—

For aught that you know, now, fair Phyllis may be
The shoot of some *highly respectable stem* ;
Nay, she counts, at the least, a few kings in her tree,
And laments the lost acres once lorded by them.

Can anything by any possibility be less like Horace?

Here is another instance from Ode I. 4. The metre in this case is legitimate enough for the rare and peculiar Archilochian metre of the "Solvitur acris hyems" and the general effect of the poem is rather happy, but many characteristics of the original have entirely disappeared. Here is the first stanza,—again in Lord Lytton's version, which keeps closely to the original:

Keen winter melts in glad return of spring and soft Favonius;
And the dry keels the rollers seaward draw;
No more the pens allure the flock, no more the hearth the ploughman;
Nor glint the meadows white with rime-frost hoar.

Sir Theodore Martin gives us:—

As biting winter flies, lo, spring with sunny skies
And balmy airs! and barks long dry put out again from shore;
Now the ox forsakes his byre, and the husbandman his fire,
And daisy-dappled meadows bloom where winter frosts lay hoar.

Now in the first lines "Favonius" is lost in "balmy airs," and "put out" reads rather like a participle than a verb, so that on the whole we prefer Sir Theodore Martin's earlier version of

Now biting winter fled, sweet spring is come instead,
And barks long stranded high and dry put out again from shore.

But a worse objection is the entire omission of "machinæ," whereby the picture of the Italian sailors moving down their stranded ships with levers is altogether lost. "The ox" may perhaps stand for "pecus," but how can we forgive such an expression as "daisy-dappled," inserted purely from exigencies of metre? It is ingenious, and it is almost a pity that it should *not* be Horatian.

Every now and then, too, we come upon some expression which modernizes the original in a very curious way. Thus, in Ode I. 9, "campus et areæ" becomes "the play, the crowded park." Many of these Odes have been re-written since they first appeared, and it is clear that Sir Theodore Martin is desirous to spare no pains to render his translation as perfect as he can. There is still much room for improvement, and it is not probable that, until he largely modifies his theories, he will ever be strikingly successful.

Every now and then, however, he has given us a good version. His "Laudabunt alii" is in an appropriate metre, and, if rather diffuse, leaves out nothing of consequence and inserts nothing irrelevant. Here are the concluding and very spirited lines. Teucer is addressing his comrades:—

Wheresoever Fortune, kinder
Than my sire, our voyage bends,
Thither shall we go together,
O my comrades, brothers, friends!

Teucer for your leader,—marshalled
Under Teucer's guiding star,
What shall stay, or what shall daunt us?
Hence, then, craven fear, afar!

For I hold Apollo's promise,
That in other climes a new
Salamis shall rise around us,
Fairer, nobler to the view!

Now, ye brave hearts, that have weathered
Many a sorer strait with me,
Chase your cares with wine,—to-morrow
We shall plough the mighty sea!

With regard to the translations of the Satires, we are bound to confess that we do not much care for them. Sir Theodore Martin says that "a greater freedom of handling is indispensable," and that they demand "occasional expansion and a filling in of the links." This is, to say the least, a dangerous principle, and can only be justified by a very marked success.

We will conclude by pointing out one or two small matters which require correction. The 'Ode to Pyrrha' is, of course, I. 5, and not II. 5 as stated on p. cvii. 'The Journey to Brundusium' is Satire I. 5, and not I. 6 as quoted at p. li. The heading of Ode II. 18 should certainly not be 'To a Miser,' but 'To a Spendthrift.' Herrick's "Gather ye rosebuds while ye may" should undoubtedly be added to the passages illustrating

Nimium breves
Flores amœnæ ferre jube rosæ

in Ode II. 3.

WHAT IS A COLLEGE?*

By Mark Pattison.

I suppose the word calls up in most people's minds the image of a building,—a building of some pretensions externally, of stone,—no, not of stone, in deference to common sense it will really be built of brick, as drier and warmer, but in deference to the superstition of architects it will be veneered with stone, that it may look as if it were really stone, for were not "colleges" in the middle ages built of stone? There must be gable ends all about; the windows must have mullions and transoms; the glass must be very small, and inserted in iron bandings, in imitation of the lead lattices in use 300 years ago, before plate-glass was invented,—the glass must not only be small, it must be thick to let in as little light as possible, and the whole must be casemented in iron again, letting in as much wind and rain as possible. The edifice may have been built possibly ten years ago, but it must look as if it had been erected in the time of James I.

This, or something like it, is, I suppose, the idea which the word "college" excites in our minds.

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* The substance of this Essay was delivered as a Lecture to the Ascham Society.

Perhaps, to most persons it will seem a paradox, when I say, that the word College in its origin, and for a long time after, did not mean a building at all, and that its transference to that signification is owing to an accidental association. College is a term of Roman law, derived directly into our language from the Latin. It is in fact the Latin word itself "collegium" in the clipt indistinct English pronunciation of which we have formed the habit, out of fear that the cold air of our rigorous climate should get down our throats, if we were to open our mouths wide enough to enunciate our syllables distinctly. Collegium in the civil law means what we call a society, an association, a club, a chartered company, a firm, a corporation. One person or two persons could not be styled a collegium in Roman law, which knew nothing of the fiction of Corporation sole of our law, but required at the least three to constitute a Collegium. The term was only applicable to persons. Whether or no such a Collegium possessed properties in lands or buildings, and whether they were or were not lodged or located in a house, this was not implied in styling the society a College. Such, then, are the Colleges of Oxford and Cambridge: they are not the buildings to be found in those localities, but a number of chartered corporations of men associated for certain purposes, and governed by codes of laws known as Statutes. The motive out of which these corporations sprang must be dwelt upon, as it is a part of the public history of our country. There was public munificence before the 13th century, but public munificence then took the form of founding a monastery for monks. The idea was promoting the interests of the Church, not that of the Commonwealth. No doubt, the foundation of a convent, under the circumstances of those ages, was a benefit to the realm of England, though such was not the intention of the founders. The city of Oxford abounded in convents, abbeys, and priories. After the rise in the 13th century of the new idea of knowledge and its cultivation, as being an object possible and desirable, a new direction was given to public spirit. As monks had been congregated in monasteries for the ascetic life, and for Divine worship more fully to be carried out in common, so it was easily seen that a thorough, assiduous, and lifelong cultivation of knowledge could best be provided for by associating a number of like-minded men living together, and under a common rule. Such was the origin of Colleges. That the first Colleges were founded by wealthy churchmen, and that the persons who composed them were ecclesiastics, was inevitable from the conditions of education in that age, almost confined to the clergy. But this fact cannot hide from us that the spiritual element, which was thus being endowed and fostered in the new institutions, was that very element of human reason which was in the course of centuries, after long conflict, to vanquish the Church which had fed and fostered it during its infancy. Historians sometimes speak as if the College was a reproduction of the Convent. This may seem on first view plausible, but a study of the early statutes discloses to us that the resemblance went no further than the fact that all the members of the early Collegiate Corporations were ecclesiastics, as was inevitable at a time when the clerical profession included all callings that required a lettered preparation. The essential conception of the College was really anti-monastic, even though the members of the College were as churchmen bound to celibacy, and lived under the common rule of discipline.

As in the dark ages there had been a fashion of founding monasteries, so after the 13th century there sprang up a fashion of founding Colleges. So if you want to imagine what the University of Oxford was like in the 15th century, you must picture to yourselves—firstly, a body of some three or four thousand students—not more, for the thirty thousand which the books talk of are legendary—boy-students from fourteen to twenty. Secondly, you must picture some three or four hundred older men, graduates engaged in instructing or regenting the boys. These students were lodged partly in private houses, but chiefly in houses appropriated to this purpose, governed by a master, and called in the Latin of the time, "Aulæ,"—a word which we have aspirated at the beginning, clipped as usual at the end, and now pronounce "Hall." Thus the building, or Hostel, for the board and lodging of students, which you now call a College, was only known as a Hall. To complete the picture of the Oxford of the 15th century, you must imagine, thirdly, a dozen or more bodies corporate, styled Colleges, in some of which as few as twenty, in others sixty, seventy, or more graduates, were incorporated and maintained at the cost of the foundation, for the purpose of devoting themselves [for life] to study and learning. Thus the University of Oxford was a school or place of education, with boys and their masters, as schools are now, lodged in their Halls or Hostels; the College was an association for the endowment and encouragement of learning.

If we recur to the distinction I drew just now between the preservation of the acquired knowledge of a community, and the enlargement of its boundaries, we may say that the aim of the earlier founders of the Colleges was exclusively the preservation of the knowledge extant in their time. The large-minded ecclesiastics who founded Merton and New College at Oxford, were deeply impressed by the spectacle of the wreck and dissipation of the treasures of science by the influx of the barbarous tribes into the Roman empire. They sought in their Colleges to preserve what they could from the general ruin, and to create a new order of clerics, who, instead of being given over to the useless occupation of fasting and psalm-singing, should be the priests of this new culte, the culte of knowledge. The quantity of knowledge accessible to the human mind in the 15th century was large—not, as now, immeasurable. It was not impossible, with time, for one man to compass all that could be known, certainly all that could be known in one of the three great divisions of knowledge,—theology, law, medicine. Fourteen years—that is, twice seven, a double apprenticeship—was considered the requisite length of time for the acquisition of this amount of knowledge. Accordingly, fourteen years continuous study was exacted as the condition of arriving at the degree of Dr. in one of the faculties. The College was designed to give a man a home and a maintenance during this long novitiate, and after it. The original object of a College was study, not teaching. What was offered the student was a maintenance for a distinct purpose, not an income to carry away and spend on his own gratification.

The fourteen years' novitiate was divided into two apprenticeships of seven years each. The first seven years was to be spent in the study of what were called the liberal arts, that is to say, that general knowledge which constitutes the basis of all education. The second seven years was restricted to the studies proper to the specialty, whether it were law, physic, or divinity, to which the student had decided at the end of his first period to devote himself. Such were the Colleges in their origin; the object of a College was study. The endowments were intended to relieve the cleric from the drudgery of teaching for money, and to enable him to live for the acquisition of this common fund of knowledge.

(To be continued.)

NOTICE TO CORRESPONDENT.

M. D. V. of Ahmedabad.—We cannot find space for your letter.

BOOKS RECEIVED.

The Editor acknowledges with thanks the receipt of the following publications:—

1. Calcutta University Examination Papers in Deductive Logic. By K. R. Bose, Calcutta: 1881.
2. Bengal Magazine for February and March 1882.

GOVERNMENT CENTRAL BOOK DEPOT.

LIST OF NEW BOOKS RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH JANUARY TO 15TH FEBRUARY 1882.

Fresh supply purchased.

ENGLISH.	Rs.	a.	p.
Cunningham's Sanitary Primer	0	1	0
New works published.			
KANARESE.			
Chaubasappa's Arithmetic, Part II............................	0	11	0

GUJARATI.	Rs. a. p.
Balavantram-Indriyavidnyan Shástra; or, Translation of Dr. M. Foster's Physiology Primer (No. III. Science Primer Series)	0 10 0

N. V. BAPAT,
Curator.

DEPARTMENTAL NOTICES.

The Preservation of Books from White Ants.

NOTIFICATION.

The subjoined Government Resolution No. 4330, dated 23rd December last, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
20th January 1882.

No. 4330.

GENERAL DEPARTMENT.

Bombay Castle, 23rd December 1881.

Letter from the Under-Secretary to the Government of India, Home Department (Public), No. 67—2008, dated 13th December 1881:—

"I am directed to forward, for such action as His Excellency the Governor in Council may deem necessary, a copy of the papers marginally noted on the subject of a mixture prepared by Major-General J. M. Macintyre, R. A., for the preservation of books, &c., from the attacks of white ants and other insects."

Letter to Major-General Macintyre, No. 850, dated the 29th April 1879.
Letter from ditto, dated the 2nd December 1881.

Dated Calcutta, the 2nd December 1881.

From Major-General J. M. MACINTYRE, R.A.

To The Under-Secretary to the Government of India, Home Department.

With reference to your letter No. 2165, dated Simla, 15th November 1879, and that of the Officiating Secretary to the Government of India, dated Simla, 29th April 1879 (copy enclosed), I have the honour to inform you that my mixture for the preservation of books, documents, &c., from the attacks of white ants and other insects can now be procured in any quantity from

Mr. J. Thompson,
5 Commercial Buildings, Calcutta.

The price is Rs. 1-8 per ordinary quart bottle.

No. 850, *dated Simla, the* 29*th April* 1879.

From C. Bernard, Esq., C.S.I., Officiating Secretary to the Government of India, Home Department.

To Colonel J. M. Macintyre, R.A.

With reference to the letter from this Office to your address, No. 313, dated the 19th February 1878, I am directed to communicate the following results of the experiments made for testing the efficacy of the mixture sent by you for the preservation of books, &c., from the attacks of insects.

The Board of Revenue, Lower Provinces, say that the trial of the mixture has been satisfactory, white ants and insects appearing to shun books and papers for the protection of which it has been used. It is said that a piece of paper on which the mixture had been rubbed was placed among waste papers in a godown infested with white ants, and that at the end of three months it was found untouched, while the paper around it had been freely attacked by white ants.

The Librarian of the Calcutta Public Library applied the mixture to several books which had been attacked by insects, and, as far as he is able to judge, further injury to the books had been arrested.

The Secretary to the Dalhousie Institute, Calcutta, tried several experiments with the mixture, and found it effective.

In this Office, the mixture was applied on a bundle of waste paper previously attacked by white ants; but since the application no new ants appeared in the place.

The only unfavourable report comes from the Bengal Secretariat Library, the Librarian of which states that a paper was wrapped in a cloth saturated with the mixture and then dried and placed among waste papers in a damp room infested with white ants, but that, on examination at the end of a month, the paper was found to have been attacked and damaged by these insects.

2. On the whole, the results of the experiments tried may fairly be considered favourable, and the Government of India readily accept your offer of the recipe of the mixture. I am to ask that the Government may also be favoured with any suggestions you have to offer as to the best mode of utilizing the mixture on a large scale.

RESOLUTION.—Copies of the papers should be forwarded to all Departments of the Secretariat and to all Heads of Offices under them for information and guidance. The results of any experiments made with the mixture should be reported.

J. MONTEATH,

Acting Under-Secretary to Government.

To the REVENUE DEPARTMENT of the SECRETARIAT; the FINANCIAL DEPARTMENT of the SECRETARIAT; all HEADS of OFFICES under the REVENUE FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices under those Departments); the ACCOUNTANT-GENERAL.

Stores.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 16, dated 3rd January 1882, is published for the information of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
31*st January* 1882.

Stores. No. 16.

FINANCIAL DEPARTMENT.

Bombay Castle, 3rd January 1882.

RESOLUTION of the Government of India, Department of Finance and Commerce, No. 1975, dated 15th December 1881.

"Read the undermentioned papers regarding the supply of envelopes for use in the various Government offices in India:—

Letter to the Govt. of Bombay, No. 2560, dated 24th Aug. 1881.
" from " " " 3364, " 13th Sept. 1881.
" to " " " 3329, " 30th " 1881.
" from " " " 4126, " 5th Nov. 1881.
" to the Supdt. of Stationery, Calcutta, No. 3330, dated 30th September 1881.
" from " " " No. 3887, dated 15th November 1881.

"RESOLUTION.—The Governor-General in Council observes that envelopes made of country paper are good enough for all ordinary purposes, and that it is expedient to extend their use in all Government offices, including the Secretariat offices of the Government of India and of Local Governments, and to very largely reduce the indents for envelopes made of English paper. His Excellency in

Council accordingly requests that the several Superintendents of Stationery may be instructed to supply in future only 20 per cent. of the requisitions made on them for envelopes of English paper, provided the quantity stated in those requisitions does not exceed the average quantity hitherto supplied. Where the quantity is in excess of present requirements, a further proportional reduction should be made. The balance of the indents should consist of envelopes of Indian paper."

RESOLUTION.—Copy to be forwarded for the information and guidance of the Superintendent of Stationery, with reference to the correspondence ending with Government Resolution No. 4125, dated 5th November 1881.

J. MONTEATH,

Acting Under-Secretary to Government.

To the SUPERINTENDENT of STATIONERY.

No. 67 OF 1882.

FINANCIAL DEPARTMENT.

Bombay Castle, 6th January 1882.

Copies forwarded to all HEADS of OFFICES under the REVENUE, GENERAL and FINANCIAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices subordinate to them); the ACCOUNTANT-GENERAL.

J. MONTEATH,

Acting Under-Secretary to Government.

Pensions.

NOTIFICATION.

The subjoined Government Resolution, No. 305, dated 26th January 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
13th February 1882.

No. 305.

FINANCIAL DEPARTMENT.

Bombay Castle, 26th January 1882.

Letter from the Commissioner of Customs, Opium and Abkari, No. 6683, dated 22nd December 1881. Letter from the Commissioner, S.D., No. 65, dated 4th January 1882. Memorandum from the Commissioner, N.D., No. 30, dated 5th January 1882. Letter from the Commissioner, C.D., No. R.-35, dated 5th January 1882. Letter from the District Judge of Khandesh, No. 29, dated 9th January 1882. Memorandum from the Commissioner, C.D., No. R.-148, dated 11th January 1882. Memorandum from the Public Works Department of the Secretariat, No. 34-E., dated 11th January 1882. Memorandum from the Commissioner, S.D., No. 124, dated 14th January 1882. Memorandum from the Collector of Salt Revenue, No. 211, dated 12th January 1882.	Requesting certain instructions with reference to paragraph 2 of Government Resolution No. 4775, dated 17th December last, directing that a medical history-sheet should be added to the service-book of every uncovenanted servant, and that book should also contain a note of every punishment of whatsoever nature inflicted and of the cause of such *punishment*.

Memorandum from the Military Department of the Secretariat, No. 42-M., dated 13th January 1882—Re-transferring the above papers with the reports of the Controller of Military Accounts and the Judge-Advocate-General, and inviting attention of this Department to paragraph 2 of the Controller's report.

Letter from the Accountant-General, No. P.-17397, dated 12th January 1882—Stating that room could easily be found for any necessary remarks in column 8 or 11 of the service-book itself, but if Government consider an additional page to be requisite and wish it added to the form now prescribed by the Government of India, he would request that the addition be reported to that authority for confirmation.

RESOLUTION.—Government Resolution No. 4775, dated the 17th ultimo, did not direct that a separate sheet should be added to the service-book containing a record of any punishments inflicted and of the causes of such punishment. What it did order was that a note of every punishment awarded together with the reason for such punishment should be entered in the service-book, and this can be done without any alteration of or addition to the existing form of service-book. The entries in question can be made in column 8 or in column 11 when the punishment inflicted is degradation, reduction, suspension or dismissal. It was not intended that this order should have retrospective effect.

2. To give effect to the instructions contained in the above-mentioned Resolution in so far as they relate to the addition of a medical history-sheet the form of the service-book would require amplification. As the form of the book as at present in use was prescribed by the Government of India, it would appear that the confirmation by that authority of the orders passed by this Government is requisite. That confirmation may now be applied for.

JOHN NUGENT,
Acting Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the CIVIL DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT-GENERAL; the GOVERNMENT of INDIA (by letter).

Sales by Public Officers.

NOTIFICATION.

The subjoined Government Resolution No 299, dated 28th January 1882, General Department, is published for the information of European officers in the Educational Department, with reference to this office Notification, dated 20th October 1881, published in the *Educational Record* for November 1881, page 259.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
17th February 1882.

Sales by Public Officers. No. 299.

GENERAL DEPARTMENT.

Bombay Castle, 28th January 1882.

Memorandum from the Government of India, Home Department (Public), No. 1–61, dated 20th January 1882—Forwarding, in continuation of their endorsement Nos. 44–1438 to 1462, dated 23rd September last, copy of their following Notification No. 53, dated 20th January 1882:—

"In continuation of Home Department Notification No. 1437, dated the 23rd September 1881, republishing rules regarding the sale of property to Natives by Government officers, it is hereby notified for general information that the above rules are not applicable to *bonâ-fide* transactions with regular dealers."

RESOLUTION.—Copies of the Government of India's notification should be communicated to all Departments of the Secretariat, and all Heads of Offices under the several departments for information and guidance in continuation of Government Resolution No. 3358, dated 8th October last.

J. MONTEATH,
Acting Under-Secretary to Government.

To the REVENUE DEPARTMENT of the SECRETARIAT; the FINANCIAL DEPARTMENT of the SECRETARIAT; all HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices under those Departments).

Telegraph-Stamps.

No. 9 T.—290 OF 1882.

PUBLIC WORKS DEPARTMENT.

Bombay Castle, 21st February 1882.

Memorandum from the Secretary to the Government of India, No. 248 G., dated 13th February 1882.

Forwards, for information, copy of a letter from the Secretary to the Government of India, Department of Finance and Commerce, No. 673, dated 2nd February 1882, to the address of the Superintendent of Stamps, Calcutta, conveying sanction of the Government of India, to the issue of one-anna special adhesive stamps with the word "Telegraph" printed over them for use as Telegraph-stamps in Bombay, and Bengal, and Madras, if necessary, pending the arrival of the supply of one-anna Telegraph-stamps.

RESOLUTION.—To be communicated to all Departments of the Secretariat, for communication to Heads of Departments.

WALTER C. HUGHES, C.E.,
Acting Under-Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; the SUPERINTENDING ENGINEER, N.D. (with spare copies); the EXAMINER of PUBLIC WORKS ACCOUNTS; the SUPERINTENDENT of TELEGRAPHS, Bombay Division.

Government Stationery and Stamps.

NOTIFICATION.

The subjoined Government Circular No. 792, dated 3rd March 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
16th March 1882.

Postal Matters; Use of Government paper and Service-stamps for correspondence of a personal nature prohibited.

CIRCULAR.

No. 792 of 1882.

Financial Department.

Bombay Castle, 3rd March 1882.

Resolution of Government.

The attention of all officers in the Civil Department should be called to Rule 299* of the Rules for official correspondence published at page 61 of the Indian Postal Guide, 1882, and they should be informed that the use of Government paper and service-stamps for communications of the kind specified in the latter part of the rule, the replies to which must be sent "Service Bearing," is strictly prohibited.

J. Monteath,
Acting Under-Secretary to Government.

To all Heads of Offices under the Revenue, General and Financial Departments of the Secretariat; the Revenue and General Departments of the Secretariat; all other Departments of the Secretariat (with spare copies for distribution to Heads of Offices subordinate to them); the Accountant-General; the Post Master General; the Mint Master.

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* 299. Letters, parcels and packets sent by Government officers in their official capacity, which relate nevertheless to the private interests and concerns of the individuals addressed, may be endorsed according to the specimen form given on the margin, under the full signature and official designation of the person by whom they are sent. Letters, parcels and packets so addressed are regarded by the Post Office as private articles, but are charged, on delivery, with bearing postage at prepaid rates, and not at double rates, as in the case of ordinary articles. Under this head come replies sent to communications of the kind noted in the margin, as well as any other communications of like kind which Government officers may make to individuals (whether private persons or Government officers) relating to the private interests of the addressees.

Service Bearing.
To
A. B.,
CALCUTTA.
C. D.,
Accountant General.

Petitions, applications for appointments, requests for transfer, enquiries about title to leave, &c.

NOTICE.

Ranchodlal Bapulal Joshi, a native of Dholka, Zillah Ahmedabad, having appeared before the Committee for the Public Service Certificate examination held at Ahmedabad in September 1881, with a false certificate of age, is by the Director of Public Instruction's order prohibited from appearing at any subsequent examination for admission to the service of Government.

E. GILES,
Educational Inspector, N. D.

Camp Deogad Baria, 25*th March* 1882.

NOTICE.

In future in the Northern Division, candidates for the examination for the 1st and 2nd Grade Public Service Certificate will be allowed to present themselves for examination at the Centre most convenient to themselves, and will not be required to produce a certificate of residence for six months previous to the examination in the Zillah or Agency at which they appear for examination.

2. But in case they do not appear before the Committee of the Zillah or Agency in which they permanently reside, they must satisfy the Committee, before which they appear, that good reasons exist for their being examined at that Centre; failing this, the Committee will have the power to refuse to examine them and to refer them to the Committee of the Zillah or Agency of which they are permanent residents.

E. GILES,
Educational Inspector, N. D.

Camp Kalol, 31*st March* 1882.

APPOINTMENTS AND CHANGES.

Monthly List of Appointments and Changes in the Educational Department from the 15th January to 16th February 1882.

19*th January* 1882.—Mr. C. A. Limaye, 4th Assistant Master, Sholapur High School, is appointed Sixth Assistant Master, B. J. High School, Tanna.

19*th January* 1882.—Three months' sick leave is granted to Mr. N. S. Kulkarni, Sanskrit Teacher, Ahmednagar High School.

19*th January* 1882.—Mr. R. T. Soman is appointed Acting Sanskrit Teacher, Ahmednagar High School, *vice* Mr. Kulkarni.

19*th January* 1882.—Seven days' leave without pay is granted to Mr. B. V. Bhidé, Fourth Assistant Master, Satara High School.

20*th January* 1882.—Mr. Hari R. Patwardhan is appointed substantive *pro tem* Sixth Assistant Master in the Ratnagiri High School, *vice* Mr. Taskar, resigned.

24th January 1882.—Two months' sick leave is granted to Mr. W. S. Pingle, 4th Assistant Master, Dhulia High School.

24th January 1882.—Mr. Vishwanath Nilkant Pandit, F.E.A., is appointed Acting Fourth Assistant Master in the Dhulia High School, *vice* Mr. Pingle.

25th January 1882.—Fifteen days' privilege leave is granted to Mr V. S. Deodhar, Fourth Assistant Master, B. J. High School, Tanna.

28th January 1882.—Mr. V. D. Joglekar, B.A., is appointed substantive *pro tem.* Third Assistant Master, Dharwar High School.

31st January 1882.—An extension of six weeks' privilege leave is granted to Mr. Hari Vithal Phatak, Assistant Deputy Educational Inspector, Ratnagiri Sub-Division.

31st January 1882.—Mr. Sadashiva Babji Vaidya, Head Master, No. 1 School, Ratnagiri, is appointed Acting Assistant Deputy Inspector, Ratnagiri.

31st January 1882.—An extension of leave without pay up to 16th February 1882 is granted to Mr. L. C. Bapat, Fifth Assistant Master, Phanaswadi First Grade Anglo-Vernacular School.

2nd February 1882.—Mr. M. C. Shaligram, Fifth Assistant Master, Sholapur High School, is appointed Fourth Assistant Master in the same School, *vice* Mr. Limaye.

4th February 1882.—Mr. G. P. Kelkar, B. A., is appointed substantive *pro tem.* Eleventh Assistant Master (Marathi Side), Elphinstone High School.

4th February 1882.—Mr. Ibrahim Shaik Daud Ahmodi, Mr. Bhailal P. Shaha, Mr. M. C. Bamji, and Mr. Mangeshrao Katre, are appointed Fellows in the College of Science, Poona.

9th February 1882.—Mr. L. C. Bapat is confirmed as Fifth Assistant Master in the Phanaswadi First Grade Anglo-Vernacular School, Bombay.

9th February 1882.—Messrs. A. K. Oke and G. V. Jakatdar are confirmed in their respective appointments as First and Second Assistant Masters, Ahmednagar First Grade School.

10th February 1882.—Two months' sick leave is granted to Mr. Rustamji D. Patel, Second Assistant Master, Nariad High School.

13th February 1882.—Three months' privilege leave is granted to Mr. Lakshaman Vishnu, Second Assistant Master, Hyderabad High School.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
23rd February 1882.

Bombay Educational Record.

No. 4.] APRIL 1882. [Vol. XVIII.

THE MONTH.

The new Education Act which was promulgated in France about a month ago, and which was to come into force immediately, has given rise to very considerable discussion. It is probably the most sweeping Education Act ever passed in any country. The provisions of it are chiefly as follows:—

Primary education is to comprise reading, writing, geography (particularly that of France), history (especially of France to the present day), some notions of law and political economy, and the elements of natural, physical, and mathematical science, their applications to agriculture, health, industrial arts, manual labour, and uses of the tools of the principal crafts; the elements of drawing, modelling, and music; military drill and gymnastics for boys; and needlework for girls.

Primary Schools are to be closed one day a week besides Sunday, to allow parents to give religious instruction elsewhere than in the school-buildings. Religious instruction is optional in Private Schools. Ministers of religion are no longer permitted to be teachers or Inspectors.

Primary education is compulsory from six to thirteen years of age.

Schools in each Commune are to be superintended by a Municipal Commission. A certificate of primary instruction is to be given to children above eleven who pass an examination.

Annually the Mayor is to make a list of children between six and thirteen; and, unless the parents come forward, the Mayor will select the school to which they are to go.

A child leaving school is to be reported to the Mayor.

Absence is to be reported. The only excuses allowed are:— illness of the child; death of a member of the family; casual difficulty of communications; other circumstances to be judged by the Municipal Commission.

The same rule applies to Private Schools under prescribed penalties.

A number of clauses impose severe penalties for neglect of parents in the matter of attendance.

Dispensations from attendance may be granted in certain cases.

WE regret that we are unable to publish the names of the gentlemen who are to give evidence before the Education Commission in Poona and Bombay. The list is not yet finally arranged.

IN replying to a question recently asked in the House of Commons, regarding the advantages which would arise from employing a graduated phonetic system in teaching reading to the children of elementary schools, Mr. Mundella said that three or four years ago several School Boards petitioned in favour of a phonetic course of teaching children to read, and the London School Board was allowed to try the experiment in two of its schools. But though it was tried under very favourable conditions by a competent and enthusiastic teacher, it was not found to be successful, and was consequently discontinued.

THE Athens University has again come in for a magnificent windfall. Besides numerous smaller bequests to charitable institutions, the late Mdme. Kriesi has left the bulk of her fortune, amounting to 2,000,000 drachmas (80,000*l.*) to the university, "for the encouragement of Panhellenic education, and more especially of Greek education in Macedonia."

THE long-expected first part of the 'Specimens of Early English,' edited by Dr. Richard Morris for the Clarendon Press Series, is almost ready for publication. Professor Skeat will contribute a Preface.

THE Buddhist tope at Jaggayyapettah, on the Krishna river, Madras, discovered last September, proves to be of greater importance than was at first supposed. In the opinion of the officers of the Archæological Survey who have lately examined it, it is a tope of great antiquity, preceding that at Amràvati by several centuries, and probably belongs to about B.C. 200. It was repaired by one of the early kings of the Andhra dynasty, according to an inscription found on the spot.

A NEW COMET, the first of the present year, was discovered by Mr. Wells, of Boston, U.S., on the 18th of March, in the constellation Hercules, and its approximate place the next night, March 19th, was found to be R.A. $17^h\ 55^m$, N.P.D. 56° 35′. It was described as having a tolerably well-defined round nucleus, less than 1′ in diameter, equal to a star of the eighth magnitude, and with a tail less than half a degree in length. Announcements of the discovery having been telegraphed to Europe, it was observed by Dr. J. Palisa at Vienna and by Dr. Lamp at Kiel on March 21st, and by M. Bigourdan at Paris on the 22nd. Mr. Lohse, observing it at Lord Crawford's Observatory, Dun Echt, on the 23rd (when its place was R.A. $18^h\ 1^m$, N.P.D. 54° 34′), described it as "moderately bright, with a straight tail about 6′ long, almost exactly *preceding*." Several determinations of the orbit have been made, by which it appears that the comet is approaching both the earth and sun, and becoming rapidly brighter. Its distance from us at the present time is about 120,000,000 miles.

EDUCATION COMMISSION.

Extracts from the Evidence of the Rev. D. Mackichan, given at Calcutta, March 27th, 1882.

Q. I.—Please state what opportunities you have had of forming an opinion of the subject on education in India, and in what province your experience has been gained?

A. I.—The opportunities which I have had of forming an opinion on the subject of education in India are such as have been afforded by a seven years' residence in Bombay, during the whole of which I have been engaged in the work of education. During the last five years I have acted as Principal of the Free Church Institution, one of the two aided colleges in the Bombay Presidency. As an Examiner in the Bombay University since 1875 and a Fellow of the University since 1877, I have had opportunities of becoming acquainted with the higher education in its relation to the University. The Mission with which I am connected, conducts also a number of primary boys' schools, and several large female schools, some of them the oldest of the kind in the presidency. I have also visited some of the districts of Western India, and I have had opportunities of intercourse with natives of different classes, which have enabled me to ascertain their views on some points connected with education in the Bombay Presidency.

Q. II.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

A. II.—In the Bombay Presidency the attention of Government has been directed to the spread of primary education, and considerable progress has been made. As far as possible local aid has been evoked, but the great proportion of the expenditure is met from the proceeds of the local cess. * * * * * I believe that the system pursued in regard to the maintenance of these schools is on the whole a sound one, and that local taxation would be borne by the people without much repining, if they saw that the benefits of education were more widely diffused among the different sections of the population and among the villages of the respective districts. I also believe that a more fully developed system of European inspection would be a great stimulus to primary education, and would have a beneficial influence on its tone and character. * * * *

Q. III.—To what extent do indigenous schools exist in your province? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

A. III.—The number of indigenous schools in the Bombay Presidency is not large, and the quality of the instruction generally inferior. I believe that the general experience of the Educational Department, which more than twenty years ago devoted a considerable amount of attention to the question—How far indigenous schools may be improved and utilised in the general educational system,—has been, that these schools cannot be turned to much account, and that it is difficult to raise the status of the teacher or to improve the character of his methods. The grant-in-aid system has not been applied to such schools to any appreciable extent. I should say, that considering the difficulty experienced in finding and training teachers and the small capacity for improvement which indigenous schools manifest, it is very doubtful whether the development of such schools can be regarded as practicable in connection with a general scheme of education. Still it would appear to be the duty of Government to consider such schools on their individual merits, and only when they cannot be improved, so as to meet the requirements of the people, to establish its own schools. In applying to such schools the grant-in-aid system, care should be taken to adopt suitable standards, not too widely separated from the traditional standards of the schools. A gradual improvement in indigenous schools might thus be effected. I make these remarks under the impression, which I think is correct, that indigenous education in the Bombay Presidency was less developed under the ancient régime than in many other parts of India. It is stated that in some parts of the Presidency these schools are dying out. They receive grants-in-aid, but the sums given are of trifling amount.

Q. IV.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

A. IV.—Government can depend on private effort only to a limited extent, for the supply of elementary instruction in rural districts, Private effort cannot be looked for except in a limited number of towns and districts, and whether aided or unaided it cannot be expected to supply elementary instruction in regions in which the people are entirely apathetic on the subject of education, or are unwilling to receive its benefits. I am most decidedly of opinion that a system of primary education, strongly supported by the Government and vigorously pushed by its highest officers, supplemented by aided primary schools in places where private enterprise is prepared to undertake them, is the only means by which we may hope to see elementary education extensively diffused among the population of Western India, of whom little more than one per cent. can read.

Q. X.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

A. X.—There are such cases. I might instance the Deccan College. This college (1879-80) was educating 83 students at a total cost of Rs. 50,229, of which only Rs. 4,762 came from local sources, *i.e.*, at a total cost of Rs. 605 per student per annum and at a cost to Government of Rs. 548. Poona is distant only 119 miles by rail from Bombay, and, while it is in some respects a distinct centre of population as regards the student-class, there is frequent interchange between the two cities. Frequently Poona students study in Bombay, and *vice versâ*. It seems therefore quite unnecessary to maintain at such an extravagant cost to Government a college so near the large Government College of Bombay. If the Deccan desires to have the privilege of a local college, it might do what Gujarat has done for Ahmedabad—provide by means of endowments and subscriptions a large proportion of the total expenditure. Ahmedabad, which is a district centre, has a college teaching up to the previous examination, which, thus supported, to some extent takes the place of the F. A. Examination. I might suggest that the reduction of the Deccan College to the position of a college teaching up to the Previous Examination would effect a very large ultimate saving and would give Poona equal educational advantages with Ahmedabad. I would add that there is enough wealth and enterprise among the natives of Poona to enable them to meet a considerable portion of the expenditure of such college, and even to secure the retention of the present college as a college teaching up to the highest degrees at a much smaller cost to the State. The Elphinstone High School of Bombay, out of a total expenditure of Rs. 45,339, receives only Rs. 11,528 from Provincial Funds. An institution possessed of such extensive local resources is quite ready to be loosed from direct Government control and take its position among schools locally maintained with the assistance of a grant from Government. The Poona High School costs Government annually Rs. 11,243. In the same city there are several private institutions. One of them is conducted, without any assistance from Government, by educated native gentlemen, who in other departments also have shown considerable enterprise. Not having a sufficiently detailed knowledge of the condition of these various high schools, I refrain from expressing a very positive opinion in this case; but I would suggest that the fact—that private native enterprise, represented by some of the leading educated natives of Poona, has thus entered the field of higher education, even without the promise of aid from Government—is a most significant one, and suggests the inquiry whether the high school of the city need longer be maintained as a Government Institution. The Elphinstone College of Bombay is a well-endowed institution. I am not aware that any one desires to see it weakened by any loss of its resources. But I have no doubt that private liberality amongst the wealthy and educated natives of Bombay could so largely supplement the existing endowments that the Educational Budget would be relieved of a large portion of the large item which is annually allotted to the maintenance of this institution, the annual total cost of which may be stated at Rs. 80,000, the cost to Government being over Rs. 40,000.

Q. XII.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw after a given term of years from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

A. XII.—I cannot here enter into details in answer to this question, the answer to which depends so much upon particular circumstances. I may say that in Western India there is amongst the natives an amount of private enterprise and capacity for managing business that would warrant the expectation that, in the event of Government announcing its determination to withdraw in a given term of years from the maintenance of any higher educational institution, Local Committees to prepare for the new state of things would be organised, which would devise measures for the successful introduction of the new system. I do not think that it would be necessary for Government to do more than to announce a suitable system of grants-in-aid. The change might be effected gradually, and the sums which would undoubtedly attend its introduction in a few of the leading examples would tend to its speedy adoption elsewhere.

Q. XIX.—Is the instruction imparted in secondary schools calculated to store the minds of those, who do not pursue their studies further, with useful and practical information? Q. XX.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life? Q. XXI.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

A. XIX., XX. & XXI.—The arrangement of the school course is too much dominated by the requirements of the Matriculation examination of the University. In the lower standard the foundations of the knowledge of the classical languages and of Mathematics, that are required for entrance to the University, must be laid. The time given to these subjects tends to the crowding out of more useful and practical studies, and the multiplicity of subjects required to be studied leads to the development of the tendency to *cram*, which has been so universally lamented in connection with the education of this country. I have always been in favour of a separation of the Entrance examination from the Government service examination-system. I am of opinion that there should be a Government service examination corresponding in some manner to the Matriculation examination, but differing from it in the substitution of more practical studies for those which the University requires as a test of culture preparatory to the admission to higher studies. I have come in contact with many natives educated under the old system, when there was less of the present Matriculation and other pressure, and I have generally found that their knowledge of our language was more thorough, and that their minds were more fully trained to think.

Q. XXII.—What system prevails in your province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools.

A. XXII.—* * * I am not aware of a single instance in which these scholarships are held in any non-Government institution. A portion of the sum above mentioned is allotted as Government scholarships to the Government colleges. No one can hold these scholarships but students attending a Government institution. These, together with private endowments, form a powerful attraction in favour of the Government colleges. The only scholarships, to which aided colleges have an equal right with those of Government colleges, are the University scholarships which are not attached to any particular college. The Government college awards these scholarships to the students who stand highest in the Matriculation examination. It thus naturally attracts the best students by means of scholarships derived from the public funds, and it is only a strong counter-attraction in the aided colleges themselves that can secure for them a share of the abler students. I need not enlarge on facts, the obvious bearing of which on the question before us must be at once evident. I cannot say what proportion of the above-mentioned sum is applied to scholarships in Government colleges. It was only when recently made acquainted with the liberal and impartial system which obtains in some other parts of India that my attention was directed to the subject.

Q. XXXII.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

A. XXXII.—Physical training receives a considerable amount of attention in Bombay, the Parsees taking the lead in this department. There are gymnasia in connection with schools and colleges. One of the aided colleges is at present providing itself with the appliances required for such physical training. This is a department in which Government might give special help to the aided institutions.

THE RECENT EDUCATION-DEBATE IN THE HOUSE OF COMMONS.

THE discussion on Sir John Lubbock's education resolution on Monday[*] night, and Mr. Mundella's financial statement which followed in the small hours of Tuesday morning, have considerable interest for a large class of readers. Every one is in these days supposed to care about education; and by means of school-boards and school-committees, a vast number of persons throughout the country are forced to gain some practical knowledge of its details. Since 1870 primary education has not only gathered within its folds immense multitudes of children, but it has become a part of the framework of the national life, and has thus taken its place among the matters which concern every good citizen. Mr. Mundella's tenure of office has been marked by very real reforming activity, though his innovations have, happily, not awakened any violent outcry from this or that quarter. To those who remember the agitation which was aroused by Mr. Lowe's original Revised Code in 1860-61, the general acceptance of the new and improved Code is not less surprising than satisfactory. Of course there has been criticism, and criticism from several quarters. The National Society sent a deputation to protest against what it conceived to be an injustice done to the voluntary schools; the Wesleyans did the same, arguing that the increased cost of school establishments, which the Code made necessary, would seriously injure schools on the voluntary system. Some enthusiastic Churchmen proposed that the Government grants should be supplemented by a grant from the rates to the voluntary schools; or, in other words, proposed to turn them into Board-schools, with the clergy in the place of the Boards. In points of detail, many suggestions were made which have, it is satisfactory to observe, seriously modified the first draft of Mr. Mundella's Code. For example, we ourselves strongly protested against the proposed individual examination of infants; and this objectionable feature has been entirely given up. But, on the whole, the new Code has been well received both by the teachers and the managers, while its symmetrical and orderly arrangement is such as to commend it to those whose acquaintance with schools is only theoretical. The managers of denominational schools have accepted it as something far less revolutionary than they had feared, and, after a show of opposition, have even welcomed the Code as a measure likely to be at once simple and efficient. Good teachers have gladly recognized such improvements as that which regulates the infant-classes, or the still more valuable rule which limits the employment of pupil-teachers in schools to 25 hours a week, or the rule which allows sewing to count as a "class-subject" in girls' schools.

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[*] April 3rd.

It is natural that the greatest amount of discussion should take place on the more purely educational and less administrative portions of the Code. After all, the main thing is not the machinery, but the work—not the regulations for winning grants and fixing numbers, but the programme of the teaching. It was to this that Sir John Lubbock addressed himself in his speech on Monday, and it is by this that the real efficiency of any system of education, whether national or not, must ultimately be judged. The exact point of Sir John Lubbock's attack was the regulation by which, as he maintained, elementary science would be practically excluded from the ordinary school-course. The subjects taught in our primary schools are divided into three classes—obligatory subjects, class subjects and specific subjects. The first are reading, writing, and arithmetic; the last are the advanced subjects which are allowed to be taken up as extras by children in the fifth and sixth Standards, such as Euclid, elementary physics, and domestic economy. The "class-subjects" are those which it is most important to regulate aright, for they touch the whole school above the very youngest children, and there is room for great difference of opinion as to what they should be. According to the Code, these class-subjects consist of English, geography, history, and elementary science, and, for the girls, sewing; and the important point is that of these only two can be taken up, of which one must necessarily be English. Sir John Lubbock complains of this on the ground that in almost all schools the second subject would be either history or geography, so that elementary science would infallibly be neglected, and be learnt only as a "specific subject" by the more advanced children—that is, by those children who had stayed at school beyond the time when their parents might lawfully have removed them. He urges that a good elementary education consists of all four of these class-subjects, and that if masters cannot teach them all to the mass of children, at least no one of them ought to be unduly favoured as against the others. Mr. Mundella was probably right in saying that, so long as it is lawful for children to leave school after passing the fourth standard—that is to say, at ten or eleven years of age—it will be impossible to include all the four subjects, even in the most elementary form, in the general curriculum; so that if Sir John Lubbock's claim is to be granted, it must rather be by giving science an equal chance with "English" than by enforcing all four. The question then comes to a struggle between "science" and "English." What is "science" in the elementary teacher's sense? Nothing is easier, and it is a form of humour much affected by clever people who know nothing of science or its processes, than to make fun of science by representing it, like the school-inspector quoted by Sir John Lubbock, as a jargon which deals with "chlorophyll granules and thoracic ducts." Term for term, we doubt whether "chlorophyll granules" are more pedantic and unintelligible to the ordinary child than "incomplete predication" and "direct objective relations." Science does not mean a string of technical terms; it means, for the teacher and the pupil in an elementary school, "a progressive course of simple lessons on common objects, such as familiar animals, plants, and substances in ordinary life." It means "object lessons" on common things, on coal and fire, on horses and dogs, on the movements of the moon and the stars, on the rudimentary laws of health. No one who has ever taught a class or watched the process can forget the look of relief which passed over the listless faces whenever the "object-lesson" was announced. It is so in higher schools, where the choice of subjects is much wider and where the standard of attainment is necessarily much higher than in the elementary schools; and if so, what, as is asked by an authority quoted by Sir John Lubbock, "must be the stimulating effect of science-teaching on children whose mental food has been confined to the dull routine of reading, writing, and arithmetic, varied only by a modicum of grammar, history, and geography?" If education is to succeed, if it is really to hold the masses, it is essential that the children should learn to like their lessons. For this it is desirable that they should be troubled with as few technicalities as possible, and that their minds should be brought as much as possible in contact with reality. History does this; so does geography, when properly taught, though not when it means strings of names and figures; poetry does it, for a child is quick to appreciate the truth of feeling and to love the accurate rhythm of a good poem. Science, again, does it. But grammar does not; and, therefore, though a few grammatical principles may be admitted to be a necessary subject, the less time that is taken from other subjects and given to grammar the better for the pupil and for the school. The same argument would apply, in a limited manner, to the higher schools; but there grammar has such a vested right by reason of the usual ignorance of any other educational instrument on the part of the masters that nothing else has a chance. It is easier to reform this in the case of teachers who have not the traditions of the public schools and the Universities behind them; and with them, with the elementary teachers, a general progress in this direction is not so hopeless an affair.

The short and almost too pithy speech which Mr. Mundella was forced by the late hour to compress into unduly narrow limits is well worth reading. It is full of facts and figures, which we will not attempt to reproduce or to re-arrange here. A few general conclusions emerge from it, all or almost all of an encouraging character. The educational progress which has been going on so rapidly since Mr. Forster carried his Act in 1870 is not arrested; on the contrary, it is going on as rapidly as ever. "The by-laws are beginning to tell on the quality as well as on the quantity of the work." The increase in the number of average attendances, which according to the growth of population ought to be 50,000 in the year, was last year 150,000, and is estimated to reach almost the same figure in the year that is approaching. The dunces are very much fewer, the well-taught children are infinitely more numerous than they were ten years ago. Not half so many children over ten are now in the lowest standard; while those who pass in the three highest standards have increased in ten years more than threefold. Half-a-million of children can now do every year what only a hundred and forty thousand could do in 1872. It is a remarkable advance, and it promises well for the future. Of course, there is much ground to make up; it still is difficult, and often impossible, to get the children of the very poor to school; and of those that come all are not paragons of virtue or prodigies of learning. But the broad fact remains that elementary education, which in 1870 was a sham, is now a reality. The idea has sunk into the minds of the people. They see the use of it; they accept it gladly; they are rejoiced that their children should have a chance in the world which was denied to themselves. With this it becomes all the more important that the teaching should be as well organized as possible; and this, with a Vice-President so careful, so laborious, and so open to conviction as Mr. Mundella, it is likely to be.—*The Times.*

NOTICE TO CORRESPONDENT.

G. K. S.—We cannot find space for your interesting report.

GOVERNMENT CENTRAL BOOK DEPOT.

List of New Books received in the Government Central Book Depôt, Bombay, from 16th February to 15th March 1882.

New editions published.

ENGLISH.	Rs.	a.	p.
Howard's English Primer	0	0	9
Do. Rudimentary English Grammar	0	3	0
New works published.			
GUJARATI.			
Mahipatram's Kheti; or, translation of Robertson's Agriculture	0	3	6
Government Publications for Sale.			
Selections from the Records of the Bombay Government No. CLVI. New Series—Papers relating to the revision of the rates of Assessment on the expiration of the First Settlement in the old Hangal Taluka and the old Tadas Mahál of the Hubli Taluka of the Dharwar Collectorate	1	8	0

N. V. BAPAT,
Curator.

DEPARTMENTAL NOTICES.

Stationery.

Notification.

The subjoined Government Resolution No. 631 of the 21st February 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
11*th March* 1882.

Stationery: Supply to Public Offices of Badami Royal paper prepared at the Bally Mills, Calcutta.

No. 631.

FINANCIAL DEPARTMENT.

Bombay Castle, 21st February 1882.

Letter from the Superintendent of Stationery, No. 242, dated 8th February 1882—Requesting, under the circumstances explained, sanction to his purchasing from the Bally Mills at Calcutta, Badami Royal paper to meet a requisition from the Postmaster General, as also to its introduction for use generally by local Officers and Departments in this Presidency, as the paper, taking the exchange rates (20 per cent.) into consideration, is cheaper than both Royal Printing and Demy papers, being Rs. 3-8-8 per ream of 20 lbs. delivered into the Stationery Stores.

RESOLUTION.—The Superintendent of Stationery should be authorized to purchase the 300 reams of Badami Royal paper required by the Postmaster General, and the paper may be introduced for use generally by local Officers and Departments in this Presidency.

J. MONTEATH,
Acting Under-Secretary to Government.

To the SUPERINTENDENT of STATIONERY; all other HEADS of OFFICES under the REVENUE, GENERAL and FINANCIAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; the other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices subordinate to them); the ACCOUNTANT-GENERAL.

Stores.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 620, dated the 20th February 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
11th March 1882.

Stores: Substitution of articles of Indian for those of European manufacture: Writing Ink.

No. 620.

FINANCIAL DEPARTMENT.

Bombay Castle, 20th February 1882.

Resolution of the Government of India, Department of Finance and Commerce, No. 724, dated 6th February 1882:—

"Read the undermentioned papers regarding th of writing-ink required for use in the Government offices in India:—

Letter from the Government of Madras, to Her Majesty's Secretary of State for India, No. 6, dated the 31st May 1881.

Letter from the Government of Madras, to Her Majesty's Secretary of State for India, No. 11, dated the 26th August 1881.

Letter to the Government of Madras, No. 1334, dated the 25th June 1881.

Letter from the Govt. of Bombay, No. 4102, dated 15th July 1881,
" " " of Madras, No 1452, " 3rd Aug. "
" " " of Bengal, No. 1462-P., " 22nd " "

Letter to the Superintendent of Stationery, No. 3134, dated the 20th September 1881.

Letter to the Superintendent of Stationery, No. 3201, dated the 26th September 1881.

Letter to the Government of Madras, No. 3202, dated the 26th September 1881.

Letter from the Government of Madras, No. 1974, dated 12th October 1881.

Letter from Superintendent of Stationery, No. 4806, dated the 16th January 1882.

"RESOLUTION.—The Governor-General observes that black writing-ink of Indian manufacture, and of good quality as regards colour and durability, is procurable at a price much cheaper than that paid for the imported article.

"2. In pursuance of the policy of the Government of India to substitute articles of Indian manufacture for European stores, His Excellency in Council directs that the use of Morrell's black registration-ink shall be discontinued, and that Stephen's blue-black and black ink shall be issued in small quantities, sufficient only for the use of the few high functionaries who may prefer it to Indian-made ink.

"3. Red registration-ink apparently must still be imported, as a permanent and useful red ink has not yet been prepared in the country."

RESOLUTION.—Copies of the above Resolution should be forwarded for the information and guidance of all Departments of the Secretariat and all Heads of Offices under the Revenue, Financial and General Departments.

J. MONTEATH,

Acting Under-Secretary to Government.

To all HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices subordinate to them); the ACCOUNTANT-GENERAL.

Book Recommended.

NOTIFICATION.

The book named below is recommended for use in High Schools:—"Outline of English History—B. C. 55—A. D. 1880, by S. R. Gardiner."

2. The price is 2*s*. 6*d*.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction, 31*st March* 1882.

Entry of Punishments in Service-Books.

NOTIFICATION.

The subjoined Government Resolution No. 972, dated 18th March 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction, 31*st March* 1882.

Pensions—Service-Books to contain a note of every punishment and of the cause thereof.

No. 972.

FINANCIAL DEPARTMENT.

Bombay Castle, 18*th March* 1882.

Transfer from the Judicial Department of the Secretariat, No. 1479, dated 6th March 1882, of the following papers:—

Memorandum from the Commissioner, C. D., No. R.-857, dated 28th February 1882—Forwarding for orders a letter (No. 510, dated 31st January 1882), from the Collector of Násik, who enquires, with reference to Government Resolution No. 305, dated 26th January 1882, whether fines are to be omitted from entry in the service-books; and states that the terms of the 1st paragraph seem to imply this, but that he is not sure if it was so intended, as without this the record of punishment would be incomplete; the Commissioner stating that the Resolution referred to mentions only "degradation, reduction, suspension or dismissal," and hence the Collector's doubt in the matter of fines, which he considers should also be entered in order to render the record complete.

RESOLUTION.—The service-books should contain a note of every punishment of whatever nature inflicted and of the cause of such punishment.

J. MONTEATH,
Acting Under-Secretary to Government.

To the ACCOUNTANT-GENERAL; the JUDICIAL DEPARTMENT of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the Civil Departments of the Secretariat.

Government Writing-Paper.

NOTIFICATION.

The subjoined Government Resolution No. 956, dated 15th March 1882, Financial Department, is published for the infomation of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
31st March 1882.

Postal Matters. No. 956.

FINANCIAL DEPARTMENT.

Bombay Castle, 15*th March*, 1882.

Letter from the Superintendent, Government Central Press, No. 772, dated 6th March 1882—Enquiring, with reference to Circular No. 792, dated 3rd idem, whether it is intended to prohibit the use of Government paper in replying to enquiries by private individuals regarding the sale of publications at the Press; observing that these enquiries are numerous, and unless the enquirers send paper for a reply it will not be possible to reply to them if the use of Government paper is prohibited; and adding that replies to such enquiries are always sent service bearing when the enquirer does not enclose a stamp for postage on the reply.

RESOLUTION.—The query of the Superintendent, Government Central Press, should be answered in the negative.

J. MONTEATH,
Acting Under-Secretary to Government.

To all HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices subordinate to them); the ACCOUNTANT-GENERAL; the POST MASTER GENERAL; the MINT MASTER.

Mixture for Preservation of Books.

NOTIFICATION.

The subjoined Government Resolution No. 961, dated 15th March 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
31st March 1882.

No. 961.

GENERAL DEPARTMENT.

Bombay Castle, 15*th March* 1882.

Memorandum from the Commissioner, C. D., No. R.-858, dated 28th February 1882—Submitting a letter No. 1332, dated 15th idem, from the Collector of Ahmednagar, who requests with reference to Government Resolution No. 4330, dated 23rd December last, to be supplied with 32 bottles of the mixture prepared by Major-General I. M. Macintyre, R.A., for the preservation of books, &c., from the attacks of white ants and other insects; and stating that it would be sufficient if about two bottles were supplied to each Collector for experiment and report.

RESOLUTION.—Officers requiring the mixture for the preservation of their records from the attacks of white ants and other insects should make their own arrangements for obtaining it from the person named in Major-General Macintyre's letter of the 2nd December last, charging the cost to their office-contingencies.

2. The present requisition of the Collector of Ahmednagar is, as pointed out by the Commissioner, C.D., unnecessarily large. In the first instance only one or two bottles of the mixture should be purchased, and should the experiment prove successful a larger supply can then be obtained. In each case however the result of the experiment should be reported to Government, as directed in the Government Resolution No. 4330, dated 23rd December 1881.

J. MONTEATH,
Acting Under-Secretary to Government.

To the REVENUE DEPARTMENT of the SECRETARIAT; the FINANCIAL DEPARTMENT of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices under those Departments); all HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT-GENERAL.

Confidential Correspondence.

NOTIFICATION.

The subjoined Government Resolution No. 1001, dated 18th March 1882, General Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office the Director of Public Instruction,
8th April 1882.

Rules for the treatment of Confidential Correspondence.

No. 1001 OF 1882.

GENERAL DEPARTMENT.

Bombay Castle, 18*th March* 1882.

RESOLUTION OF GOVERNMENT.

The following rules for the treatment of confidential correspondence, sanctioned by the Government of India and circulated to the several Departments of the Secretariat with Government Resolution, General Department, No. 578, dated 26th February 1874, are communicated to the officers concerned under the Revenue, Financial and General Departments, for information and guidance :—

I.—Confidential papers should not pass in usual course through an office. Only the head of the office and a few trustworthy clerks (whose names are to be noted) should deal with them.

II.—Confidential papers should pass from hand to hand either by personal delivery, or be sent in sealed covers.

III.—The entries in the ordinary office-registers and diaries should be made from slips furnished by the confidential clerk who deals with the papers, and should be very general, sufficient merely to admit of the paper being traced, and referring to a separate register. This separate register should be kept by the confidential clerk, and should be in the same form and as full as the general register kept for ordinary correspondence.

IV.—Confidential papers should not be brought on the ordinary proceedings, but should be separately recorded, and kept under the personal custody of the confidential clerk. If printed, the spare copies and the volumes of proceedings should be treated with the same attention as the originals, and when forwarded for the information or use of Government, should be sent carefully packed under double cover.

V.—As few copies of confidential papers as possible should be printed and a register should be kept of these showing how each copy has been disposed of.

VI.—When confidential papers are sent out of an office they should be put into double covers, the inner one being marked *Confidential* and superscribed with only the name of the addressee, and the outer one bearing the usual official address.

JOHN NUGENT,
Acting Secretary to Government.

To the COMMISSIONER in SIND; the COMMISSIONERS of DIVISIONS; th SURVEY and SETTLEMENT COMMISSIONER; the BRITISH DELEGATE for the PORTUGUESE TREATY; the COMMISSIONER of CUSTOMS, OPIUM and ABKARI; the COLLECTOR of SALT REVENUE; the CONSERVATORS of FORESTS, N. D., S. D. and in SIND; the INSPECTOR

General of Registration and Stamps; the Surgeon-General with the Government of Bombay; the Sanitary Commissioner; the Oriental Translator to Government; the Accountant-General; the Superintendent, Government Central Press; the Reporter on the Native Press; the Superintendent of Stamps; all Collectors, including the Collectors and Deputy Commissioners in Sind; all Departments of the Secretariat, except the Separate and the Legislative Departments (with spare copies for distribution to the Officers concerned subordinate to those Departments).

Addresses to Government Servants.

Notification.

The subjoined Government Resolution No. 1082, dated 25th March 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
12th April 1882.

Addresses : Receipt of—by Government Servants.

No. 1082.

General Department.

Bombay Castle, 25th March 1882.

Letter from the Under-Secretary to the Government of India, Home Department (Public), No. 9—392, dated 14th March 1882:—

"I am directed to forward, for information and guidance, the accompanying copy of a letter* to the Resident at Hyderabad containing certain orders of the Government of India, regarding the receipt of addresses by Government servants, and to explain that the omission to communicate these orders at the time of their issue was due to an oversight."

* No. 1244, dated 27th August 1881.

No. 1244, dated Simla, the 27th August 1881.

From The Hon'ble C. Grant, C.S.I., Secretary to the Government of India, Home Department.

To The Resident at Hyderabad.

I am directed to acknowledge the receipt of your letter No. 272, dated the 16th ultimo, explaining the circumstances under which an address was presented to ____________________, an Assistant Commissioner in the Hyderabad Assigned Districts. You take the opportunity of enquiring whether the standing orders, which prohibit the receipt of addresses by Government servants, apply—

(1) to the case of addresses presented to a Government officer by persons unconnected with the province to which he may belong; and

(2) to the case of an officer who has actually retired from the service of Government.

2. In reply, I am to say that the Governor-General in Council does not consider it desirable to make any general exception to the standing rule in respect of addresses presented to an officer of Government by persons unconnected with the province to which he may belong. The presentation of addresses, even under such circumstances, might lead to inconvenient consequences, although there may be special cases such as that of the address received by ______________________ at Poona, in which the presentation and receipt of an address may be unobjectionable, and which may, therefore, properly form an exception to the general rule, such cases, however, are scarcely likely to be of frequent occurrence, and the Governor-General in Council would prefer to deal with them on their merits as they may arise.

3. With regard to the second question raised in your letter under reply, I am to observe that the propriety of receiving an address after retirement from the service of Government must depend largely on the particular circumstances of each case: for instance, it is obvious that, when the presentation of an address immediately succeeds retirement, and is intended as an acknowledgement of acts performed by the recipient whilst in the public service, the spirit of the existing rule is contravened; and, therefore, the presentation of addresses under such circumstances should be discouraged. On the other hand, it would be clearly impossible for the Government to impose any general prohibition on the receipt of addresses by officials who had permanently severed their connection with the Government service. In the present case, however, it seems to the Governor-General in Council that there was a clear departure from the existing rule, inasmuch as ______________ when he received the address presented to him at Bassim, was still in the service of the Government.

Resolution.—Copies of the Government of India's letter and of its accompaniment should be forwarded to all Departments of the Secretariat and to all Heads of Offices under the several Departments of the Secretariat for information and guidance, with reference to Government Resolution No. 167 of the 17th January 1874.

J. Monteath,
Acting Under-Secretary to Government.

To the Revenue Department of the Secretariat; the Financial Department of the Secretariat; all Heads of Offices under the Revenue, Financial and General Departments of the Secretariat; all other Departments of the Secretariat (with spare copies for distribution to several Heads of Offices under those Departments); the Accountant-General.

Government Writing-Paper.

NOTIFICATION.

The subjoined Government Resolution No. 1307 of the 8th instant, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
27th April 1882.

Postal Matters: Use of Government Paper and Service Stamps for Correspondence of a Personal Nature, prohibited.

No. 1307.

FINANCIAL DEPARTMENT.

Bombay Castle, 8th April 1882.

Memorandum from the COMMISSIONER, C.D., No. P-599, dated 25th March 1882—Submitting one from the District Magistrate, Sholápur (No. 1227, dated 17th idem), who forwards a letter from the Acting District Superintendent of Police, Sholápur, enquiring, with reference to Government Resolution No. 792, dated 3rd March 1882, whether he is to use his private paper for replies to petitioners; the Commissioner observing that it certainly cannot have been intended that officers replying to petitioners are to use their own paper.

RESOLUTION.—The District Magistrate and the Superintendent of Police, Sholápur, have not correctly interpreted Government Resolution No. 792, dated 3rd March 1882, which does not appear to Government to be ambiguous. Communications of the kind specified in the latter part of rule No. 299 at page 61 of the Indian Postal Guide, viz., petitions, applications for employment, requests for transfer, enquiries about title to leave, and other communications relating to the private interests of the writers, should be written on private paper and sent post-paid. The replies to such communications sent by Government officers in their official capacity should under the rule be sent service-bearing, and may of course be written on Government paper.

J. MONTEATH,
Acting Under-Secretary to Government.

To all HEADS of OFFICES under the REVENUE, FINANCIAL, and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices subordinate to them); the ACCOUNTANT-GENERAL; the POST MASTER GENERAL; the MINT MASTER.

A Sanskrit Prize Essay.

NOTICE.

THE Sanskrit Prize of Rs. 200, offered by Mr. Anundoram Borooah, C.S., will be awarded this year for the best essay in Sanskrit, disclosing careful original research on the following subject :—

"History of Sanskrit Rhetorical Literature, and its importance in the historical study of Sanskrit Literature."

Candidates for the prize must send in their essays to Pandit Mahesa Chandra Nyayaratna, C.I.E., Officiating Principal of the Calcutta Sanskrit College, by the 1st of October next.

A. W. CROFT,
Director of Public Instruction, Bengal.

Calcutta, the 28th March 1882.

विज्ञापनम् ।

संस्कृतचर्चाविवृद्धये श्रीमदानन्दराम बडुयापरिकल्पितं द्विशतमुद्रात्मकं पारितोषिकमस्मिन् वर्षे अलङ्कारशास्त्रे तिवृत्तविषयकप्रबन्धरचयित्रे देयमित्यवाधारि। प्रबन्धश्च परोद्भावितमर्थमनादृत्यैव स्वकृतयैव साभिनिवेशपर्य्यालोचनया, अलङ्कारशास्त्रस्य आमूलमितिवृत्तं तथा पुरावृत्तोद्भाविनि संस्कृतशास्त्राणामनुशीलने चास्योपयोगितामवलम्ब्यैव संस्कृतभाषया निबद्धव्यः। एवमसौ आगामिनः सौराश्विनस्य षोड़शदिनान्तर एव कलिकातासंस्कृतविद्यालयाध्यक्ष श्रीमहेशचन्द्रन्यायरत्नस्य सकाशे प्रेषितव्यः। परीक्षकैर्यस्य प्रबन्धः श्रेष्ठतयाऽवधारयिष्यते तस्य एवैतत् पारितोषिकं प्रदास्यते इति।

संवत्--१९३९

ए. क्रफ्ट,
वङ्गप्रदेशीय शिक्षाविभागाध्यक्षः।

कलिकाता नगरी संवत् १९३९ सौर चैत्रदिनं १६

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH FEBRUARY TO 15TH MARCH 1882.

18th February 1882.—Mr. Mahadeo Dinkar Joshi is appointed substantive *pro tem.* Fifth Assistant Master, Sholapur High School.

20th February 1882.—Mr. Vishwanath Nilkant Pandit, F.A., is appointed Acting Second Assistant Master, Dhulia High School.

20th February 1882.—Mr. Mahadeo Vinayak Khare is appointed Acting Fourth Assistant Master, Dhulia High School, during the absence of Mr. Pingle.

20th February 1882.—An extension of six months' leave, without pay, is granted to Mr. S. R. Kirloskar, First Assistant Master, Ratnagiri High School.

20th February 1882.—Mr. Ganesh V. Joshi, Fourth Assistant Master, Poona High School, is appointed substantive *pro tem.* First Assistant Master, Ratnagiri High School.

21st February 1882.—Twelve days' privilege leave is granted to Mr. Motilal Joychand, Head Master, Dholka Anglo-Vernacular School.

21st February 1882.—One and a half month's privilege leave is granted to Mr. Jagannath Jivanram, Head Master, Mowa Anglo-Vernacular School.

21st February 1882.—Janmahmad Husenbhai, Head Master, Amnagar Vernacular School, is appointed substantive *pro tem.* Head Master, Edar Taluka School.

21st February 1882.—Mr. Pranlal D. Javeri, substantive *pro tem.* Assistant Master, Nawanagar High School, is appointed First Assistant Master, Balsar Anglo-Vernacular School.

22nd February 1882.—A year's leave, without pay, is granted to Mr. D. F. Hogan, Second Assistant Master (Marāthi Side), Elphinstone High School.

23rd February 1882.—An extension of 30 days' sick leave is granted to Mr. L. C. Bapat, Fourth Assistant Master, Phanaswadi First Grade Anglo-Vernacular School, Bombay.

25th February 1882.—Mr. K. H. Pandya is appointed Third Assistant Master, Kattiawar High School, and substantive *pro tem.* Second Assistant Master in the same School, until the return of Mr. Ved, or until further orders.

28th February 1882.—Mr. R. R. Natu, B.A., is appointed substantive *pro tem.* First Assistant Master (Kanarese Side), Belgaum High School.

7th March 1882.—An extension of leave, without pay, up to the end of hot weather vacation, is granted to Mr. S. S. Pathak, 9th Assistant Master, Dharwar High School.

9th March 1882.—Mr. Gunesh Pandurang Kelkar is permitted to resign his post of substantive *pro tem.* Eleventh Assistant Master, Elphinstone High School.

9th March 1882.—Mr. Vyankatesh Abaji Sohoni, B.A., is appointed substantive *pro tem.* Eleventh Assistant Master, Elphinstone High School.

11th March 1882.—Fifteen days' sick leave is granted to Mr. Vishwanath Sadashiva Deodhar, Fourth Assistant Master, Byramji Jijibhai High School, Tanna.

11th March 1882.—Mr. Sankar Damodhar Gupte is appointed Acting Fourth Assistant Master, Byramji Jijibhai High School, Tānna, during the absence of Mr. Deodhar.

13th March 1882.—Mr. Udharam Bhojraj Bhakhru, Head Master, Anglo-Vernacular School, Larkhana, is appointed Assistant Deputy Educational Inspector, Hydrabad.

13th March 1882.—Mr. Murajmal Valiram Kirpalani, Fourth Assistant Master, High School, Hyderabad, is appointed Head Master, Anglo-Vernacular School, Larkana.

13th March 1882.—Mr. D. K. Nariman, B.A., Fifth Assistant Master, N. J. High School, Karachi, is appointed Fourth Assistant Master, High School, Hyderabad, but to continue to act as First Assistant at Shikarpur.

13th March 1882.—Mr. Harjivandas Valiram Ganu, Fifth Assissant Master, High School, Hyderabad, is appointed Acting Fourth Assistant Master in the same School.

13th March 1882.—Mr. Jhangimal Thanwardas, Sixth Assistant Master, Hyderabad High School, is appointed Fifth Assistant Master in the same School.

13th March 1882.—Mr. Bulchand Khubchand Advani, Fourth Assistant Master, High School, Shikarpur, is appointed Acting Sixth Assistant Master in the same School.

13th March 1882.—Mr. Idanmal Utamchand Lalwani, Fifth Assistant Master, Shikarpur High School, is appointed Acting Sixth Assistant Master in the same School.

13th March 1882.—Mr. Subraj Tekchand, Sixth Assistant Master, Shikarpur High School, is appointed Acting Fifth Assistant Master in the same School.

13th March 1882.—Mr. Denmal Khemchand Gojra, First Assistant Master, Anglo-Venacular School, Tatta, is appointed Acting Sixth Assistant Master, High School, Shikarpur.

13th March 1882.—Mr. Sukhramdas Hatchand, First Assistant Master, Anglo-Vernacular School, Larkana, is appointed Acting First Assistant Master, Anglo-Vernacular School, Tatta.

13th March 1882.—Mr. Fatechand Vasanmal Butani, Persian Teacher, High School, Shikarpur, is appointed substantive *pro tem.* Third Assistant Master, N. J. High School, Karachi.

13th March 1882.—Mr. Alikuli Fredunbeg Mirza, Supernumerary School Master, Mehar Division, is appointed substantive *pro tem.* Persian Teacher, High School, Shikarpur.

13th March 1882.—Mr. Valabhram Damodhar, Sixth Assistant Master, N. J. High School, Karachi, is appointed Fifth Assistant Master in the same School.

13th March 1882.—Mr. Manekji Sorabji Talati, Eighth Assistant Master, Karachi High School, is appointed subtantive *pro tem.* Sixth Assistant Master in the same School.

13th March 1882.—Mr. Chandiram Shetumal Lalwani, Acting Assistant Master, Anglo-Vernacular School, Tatta, is appointed Eighth Assistant Master, N. J. High School, Karachi.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
24th March 1882.

Bombay Educational Record.

No. 5.] MAY 1882. [Vol. XVIII.

THE MONTH.

THE following is a list of the witnesses who will, it is hoped, give evidence before the Education Commission at Poona and Bombay, in September and October next:

Mr. W. Wordsworth, Principal of Elphinstone College.

Rev. R. Rive, S.J., of St. Xavier's College.

Rao Sahib Shitaram Vishvanath Patvardhan, Principal, Poona Training College.

Rao Sahib Mahipatram Rupram, Principal, Ahmedabad Training College.

Hon. Rao Sahib Vishvanath Narayan Mandlik, C.S.I.

Hon. Sorabji Shapurji Bengali, C.I.E.

Mr. Naorozji Fardunji.

Mr. Badrudin Tyebji.

Mr. Gokhaldas Kahandas Parakh.

Mr. Maneckji Bejanji Cooper, Head Master, Fort High School, Bombay.

Mr. Waman Shivaram Apte, of the New English School, Poona.

Mr. Waman Prabhakar Bhave, Head Master, Poona Native Institution.

Rev. W. Beatty of the Irish Presbyterian Mission, Ahmedabad.

A representative of the Bombay Missions.

A representative of the Ahmednagar Missions.

Mrs. M. R. Mitchell, Lady Superintendent, Female Normal College, Poona.

Mrs. Sorabji, Principal of the Victoria Girls' School, Poona.

Ramabai Sanskrita.

A representative of the Female Normal School and Instruction Society, Bombay.

AT a Conversazione recently held at Calcutta by the Bengal Asiatic Society, a company of Bengal musicians played a pleasing selection of Hindu music, the brother of the Hon. Maharaja Jotendro Mohan Tagor being the conductor. The collection of musical instruments, which were afterwards exhibited to the guests, was one of the finest we have ever seen in India. We were also much interested in hearing from the Maharaja that he and his brother have in the last few years published a large number of Hindu compositions printed in the musical notation of Europe. Will any of our correspondents tell us what the Gayan Somaj at Poona have done in this way? The common saying in Northern India that the Maratha has no ear for music is certainly not true in the present day, whatever may have been the case in the old times, in which he was never so happy as when scouring a neighbour's territory. We have ourselves heard sweeter and better trained voices in Poona than any where else in this country; and we should be sorry to think that little has yet been done there to rescue the music of the district from a long-standing degradation by giving it a literary existence, and thereby a chance of healthy development in the future.

THE concluding part of Professor Skeat's Etymological English Dictionary is now ready. It was to have appeared last November; but some delay has been caused in the preparation and printing, owing to the part having been extended to more than 300 pages. The price, however, will be the same as that of preceding parts, *viz.* 10*s*. 6*d*. An abridgment of the work, by the same author, will appear simultaneously, with the title 'A Concise Etymological Dictionary of the English Language.' The latter will be a capital hand-book for students of High Schools; though it will not entirely take the place of that deserving favourite, Chambers's Etymological Dictionary, of which we are glad to see an entirely new edition has just been published.

A RUSSIAN version of Shakspeare's works has been commenced. It is to be in prose and verse, following the original in this respect. According to the *Zarya*, it is to be comprised in nine volumes. The volume first issued is to contain 'Othello,' 'Troilus and Cressida,' and 'The Comedy of Errors.'

SIR ALFRED LYALL has in the press a volume of 'Asiatic Studies, Religious and Social.' The subjects treated are the following: Religion of an Indian Province, Origin of Divine Myths in India, Influence upon some Religious Beliefs of a rise in Morality, Witchcraft and non-Christian Religions, Missionary and non-Missionary Religions, Relations between the State and Religion in China, Formation of Clans and Castes, Rajput States in India, Islam in India, Our Religious Policy in India, Religious Situations in India. Mr. Murray is the publisher.

WE have received a specimen number of a new monthly magazine entitled "Progress." It is an "Encyclopædia of Information, compiled and collected from the latest current Scientific and General Knowledge of the Day." It appears to be excellently got-up, and is published at No. 10, Hare Street, Calcutta. But we think it is a pity that the proprietor has chosen precisely the same title at that adopted by a somewhat similar periodical published in Madras.

As far as we are aware, no systematic attempt has yet been made to form a collection of the ballad poetry of the Maharashtra. Yet the Marathas are to a remarkable degree a ballad-singing people; and there must be some hundreds of songs which are worth preserving. In one of his higher moods, Mr. Aberigh-Mackay writes of the Indian villager:—

> "If we look closely at his life we may see a soft glory resting upon it . . . . I would say something of that sweetness which a close communion with earth and heaven must shed upon the silence of lonely labour in the fields. God is ever with the cultivator in all the manifold sights and sounds of this marvellous world of His. In the mysterious temple of the Dawn in which we of noisy mess-rooms, heated courts, and dusty offices are infrequent worshippers, the peasant is a priest. There he offers up his hopes and fears for rain and sunshine; there he listens to the anthems of birds we rarely hear, and interprets auguries that for us have little meaning.
>
> "The beast of prey skulking back to his lair, the stag quenching his thirst ere retiring to the depths of the forest, the wedge of wild fowl flying with trumpet-notes to some distant lake, the vulture hastening in heavy flight to the carrion that night has provided, the crane flapping to the shallows, and the jackal shuffling along to his shelter in the nullah, have each and all their portent to the initiated eye. Day, with its fierce glories, brings the throbbing silence of intense life, and under flickering shade, amid the soft pulsations of Nature, the cultivator lives his day-dream. What there is of

squalor and drudgery and carking care in his life melts into a brief oblivion, and he is a man in the presence of his God with the holy stillness of Nature brooding over him. With lengthening shadows comes labour and re-awaking. The air is once more full of all sweet sounds, from the fine whistle of the kite, sailing with supreme dominion through the azure depths of air, to the stir and buzzing chatter of little birds and crickets among the leaves and grass. The egret has resumed his fishing in the tank where the rain is stored for the poppy and sugar-cane fields, the sand-pipers [illegible] along the margin, or wheel in little silvery clouds over the bright [illegible], the gloomy cormorant [illegible] alert on the stump of a dead date-tree, the glossy black divers hurry in and out of the weeds, and ever and anon shoot under the water in hot quest of some tiny fish; the whole machinery of life and death is in full play, and our villager shouts to his patient oxen and lives his life. Then gradual darkness, and food with homely joys, a little talk, a little tobacco, a few sad songs and kindly sleep."

Life with these surroundings must have been occasionally mirrored in the peasant's songs. But the Maratha has known sterner and sadder experiences than Sir Ali Baba here describes; and these too must be traceable in the ballads of older times. How many of these older ballads still survive is an important question. How many of the English and Scotch ballads of the last two hundred years would now be recoverable, if Bishop Percy and Sir Walter Scott had not laboured to preserve them? We have frequently heard educated men characterise Maratha village-songs as coarse, silly or superstitious, and utterly unworthy of literary preservation. But this is because no one has [illegible] made any serious attempt to sift the chaff from the grain. We are confident that a skilful winnower would soon find himself in possession of a literary residue which the Dakshina Prize Committee would be only too glad to accept.

WITH the exception of Mr. Samuelson, M.P., and Mr. Slagg, M.P., the Royal Commissioners on Technical Education—viz., Mr. Woodall, M.P., Professor Roscoe, Mr. P. Magnus, Mr. Swire Smith, and the secretary—are about to leave England for a tour of several weeks in Switzerland and Germany, beginning at Alsace. Mr. Woodall, who will return earlier than the other members of the party, proposes also to visit the famous potteries of Saarguemines. In the course of their tour the commissioners will visit a number of works, technical schools, &c., in order to be able to include in their next report the result of their observations as to the influence of scientific and technical education upon industrial pursuits and foreign manufactures.

THE "Summer-Vacation Lectures" at Poona may now be regarded as a permanent institution, of which the city has every reason to be proud. We doubt whether there is any other city in India, which in the hottest month of the year would be equal to such intellectual energy as is annually displayed in these lectures. The names of several of the lecturers this year are a guarantee that the discussions will be of more than passing interest; and we may therefore hope that these lectures will be afterwards printed and published. The course is as follows:

1. "Astronomy," "Hydraulics." Two lectures in Marathi. By Rao Bahadur Kero Lakshman Chhatre.
2. "Ancient and Modern Revenue systems." (Marathi.) By the Hon'ble Rao Bahadur Gopalrao Hari Deshmukh.
3. "Asiaticism and Europeanism." (English.) Professor Mahadeo Moreshwar Kunte.
4. "Is the Land Revenue a tax or rent charge? (English.) Rao Bahadur Mahadeo Govind Ranade.
5. "Poetry and its influence." (A paper in English.) Rao Saheb Krishnaji Parashram Gadgil.
6. "Physics and Politics." (English.) Professor Abaji Vishnu Kathavate.
7. "Early History of Maharashtra." (Marathi.) Professor Ramkrishna Gopal Bhandarkar.
8. "Necessity of scientific education, and what ought to be done to encourage it." (English.) By Rao Saheb Kashinath Balkrishna Marathe.
9. "Body and Mind." (Marathi.) By Dr. Ganesh Krishna Garde.
10. "Sanitation in Poona." (English.) By Dr. Ganesh Ramchandra Desai.
11. "Constitutionalism in India." (English.) by Mr. Mahadeo Ballal Namjoshi.
12. "Agricultural Prospects in Malva and the Deccan, and how to improve them." (Marathi.) By Rao Bahadur Nilkant Janardan Kirtane.
13. "A Constitution for Native States." (Marathi.) By Mr. Balvantrao Anant Deva.

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THAT Sanskrit is still extremely useful as a spoken language in India, says *The Athenæum*, was shown not long ago in the house of Mr. Keshab Chander Sen. Two learned natives, Pandit Brahmavarta Samadhyayi of Naddea and Mr. Kashinath Trimbak Telang of Bombay, met there to discuss some questions of scholarship and theology. The one came from the extreme East, the other from the extreme West of India, yet both conversed fluently in Sanskrit. The Pandit chanted hymns of the 'Sâmaveda,' according to the tradition of his school, an art now very rarely practised in India. Mr. Kashinath Trimbak Telang spoke in faultless Sanskrit such as, as even the Pandit admitted, was seldom heard in India at the present day.

THE Lord President of the Committee of Council on Education has appointed Professor Wrightson, President of the College of Agriculture, Downton, near Salisbury, as the first Professor of Agriculture in the Normal School of Science, and Royal School of Mines, South Kensington. Professor Wrightson has, for many years, been well known as a scientific agriculturist, and is also the occupier of a large mixed farm.

IT is refreshing, says the editor of a distinguished journal in England, to hear a Minister of Education allowing that we are only at the beginning of our educational system; to hear a member of an economical Government expressing a hope that our educational estimates will double or treble. "In London, that sink of extravagance, the School Boards spend some 3s. per head of the whole population. What do you suppose they spend in Massachusetts? Fifteen shillings per head!" More important still was the hint that the Government intend to deal with secondary education. "We have a primary system—a system of elementary education—and then a blank. I know the time must come when Middle-class education must be reorganized in this country, and I shall rejoice when it does come." This perhaps may one day be spoken in India; but not until Primary Education has been vastly more extended throughout the land.

CRUELTY TO BOOKS.

A VERY sympathetic writer in the *New York Times* has been pained to see the constant cruelties that are inflicted on books; and the only thing that seems to him able to meet the abuse is, the institution of a society for the prevention of cruelty to bound volumes. Book-markers were invented many years ago; yet the practice of turning down leaves, and thus filling books with what are commonly called dog's ears, is painfully prevalent with readers of both sexes; while feminine students are sadly addicted to the habit of putting a pair of scissors or a small handkerchief in books, and then leaving them on chairs. They are then generally sat upon. This, it is pointed out, necessarily inflicts a terrible strain on the back of even the strongest book—a strain that must be extremely painful, and that is almost sure to leave the book permanently crippled, even if the unhappy volume escapes a rupture of its dorsal cords. Another barbarous custom is that of cutting the leaves of a new book with the finger or with some other blunt instrument, and no surgery can heal the hurts thus inflicted even if, in addition to permanent deformity, pages are not torn right across. Again, "there are wretches in the form of men in whom the instinct of cruelty to books is so strong that they cannot be left alone with unprotected books without proceeding to gratify it. These are the men who delight to take up a helpless book and open it so widely as to bend back both covers until they hear the horrible sound of the breaking of its back." This is true; but, as some slight extenuation of the practice, it may be urged that certain books are of an irritating and selfish disposition, and have themselves a pestilent custom of slowly closing when placed on a table before the reader, unless held open by force. Then, once more, it cannot be pretended, even by the most devoted adherent of the proposed society, that all books are equally deserving of kind treatment. Some are so disappointing, and contain such atrocious rubbish, that they are lucky to be permitted a place on decent shelves, even at the cost of permanent disablement. There is some reason in the *New York Times* protest, and it may be true that we cannot expect our children to love and respect books when they see us lacerate, bruise and maim them. Often, nevertheless, the book brings ill-treatment upon itself.—*Evening Standard.*

MR. DARWIN.

THE death of Mr. Darwin is an event of the profoundest importance as marking the termination of the career of the greatest intellect of the nineteenth century. The importance of Mr. Darwin's discoveries to science and the fact that his views have revolutionized many of its branches and strongly affected them all have long been fully recognized, but it is only now that he is no more that it is beginning to be generally acknowledged that his influence has modified in the most momentous manner the whole thought and feeling of the civilized world. It is impossible to estimate at present the magnitude of the effect which he has produced and will produce. His great theory grows in strength day by day, receives daily wider and wider allegiance, and steadily extends its influence everywhere. He died on Wednesday, the 19th, in the afternoon, in his seventy-fourth year, having been born on February 12th 1809. He was born at Shrewsbury, his father being Dr. Robert Waring Darwin, F.R.S., and his grandfather Dr. Erasmus Darwin, F.R.S., the author of 'Zoonomia,' 'The Botanic Garden,' and other works. On his mother's side he was the grandson of Josiah Wedgwood.

He went to Edinburgh University in 1825, and studied there for two years. He read, when under sixteen years of age, two short papers on natural history subjects before the Plinian Society at the close of 1826. From Edinburgh he went to Christ's College, Cambridge, and took his degree in 1831. In December, 1831, he sailed in the Beagle with Capt. Fitzroy for his memorable voyage round the world of nearly five years' duration, the Beagle reaching England again in October, 1836. He married in 1839, and has lived for the last forty years the life of a country gentleman at Down, near Beckenham, in Kent.

The first paper published by him after his return from his voyage appears to have been one on the habits of the South American ostrich, which was read at a meeting of the Zoological Society in March, 1839, when Mr. Gould, in describing the new species of South American ostrich, which he named *Rhea Darwinii* in honour of its discoverer, already spoke of the important accessions to science resulting from Mr. Darwin's exertions and of his liberality in presenting his collection to the Society. Little did Mr. Gould dream of the real importance to mankind of the effects of that voyage. We know from the introduction to the 'Origin of Species' that it was during the voyage, probably in 1834, that the young naturalist, twenty-five years old, being "much struck with certain facts in the distribution of the organic beings inhabiting South America, and in the geological relations of the present to the past inhabitants of that continent," conceived that "by patiently accumulating and reflecting on all sorts of facts that could possibly have any bearing on the matter" some light might be thrown on the origin of species. How he laboured, steadily collecting and pondering over evidence for twenty-three years after his return before publishing his grand result, is a matter of history. His process was the same in all his scientific investigations; his patience was inexhaustible. In his late fascinating work on vegetable mould and earthworms he describes one experiment in which a layer of chalk was laid on a patch of ground in 1842 and the result quietly waited for till 1871. He continued from 1837 onwards working out the results of his investigations during the voyage, and published several papers on geological subjects in the *Proceedings* of the Geological Society, most of which were embodied in his 'Geological Observations on South America' and his work 'On the Volcanic Islands of the Atlantic and Pacific Oceans.' His famous treatise 'On the Structure and Distribution of Coral Reefs,' alone sufficient to gain for him a most distinguished reputation as a geologist, was published in 1842. In 1844 we find him publishing two papers on comparative anatomy which must have waited their turn since the voyage in his portfolio, one on the land planarian worms of South America and the other on Sagitta and its development. His 'Journal of Researches,' which made his name familiar wherever the English language is read, the most engrossing of all his works, and one on which he especially prided himself, was published in 1845. He had previously edited in 1840, and provided with an introduction and numerous notes, the scientific work on the zoology of the voyage of H.M.S. Beagle. In 1851 he published the first part of his monograph on the Cirripedia, a most masterly treatise, and a perfect model of what a systematic zoological treatise should be. In the same year he issued a monograph on fossil Lepadidæ, and in 1854 the second part of his monograph on the Cirripedia, and a monograph on fossil Balanidæ and Verrucidæ. This systematic work must have stood him in good stead in assisting the development of the great problem of his life, by affording extended practical experience of the exact values of specific and generic distinctions, and the difficulties attending the manufacture of genera and species by the systematist. By this monograph his reputation as a zoologist was securely established. In 1853 he received the Royal Medal of the Royal Society. He was thus full of honours and distinction, with a reputation as a man of science of the highest order, before the great work of his life, the 'Origin of Species,' appeared in 1859, and gave him at once a world-wide celebrity amongst all educated persons. It is amusing now to look back on the ridicule and contempt with which his theory was met in many quarters at first, and to follow the gradual change wrought in public opinion as time has gone on. An interesting view of the process might be gathered from a study of the reviews of his successive books in the *Times* newspaper. *Punch* made fun of his theory, and it was vehemently preached against. Even at Down, whilst he was addressing the whole educated world, the country parson used to refute him weekly to the rustic congregation. Now this is past, the clergy are satisfied and there remains no naturalist of reputation who does not at least accept his views, scarcely any who are not enthusiastically endeavouring to extend them and strengthen their position. After the publication of the 'Origin of Species' Mr. Darwin's time was mostly employed in issuing the material which had been collected by him as evidence to be used in maturing his theory, worked up into masterly treatises dealing in detail with the several branches of it. To this category are to be referred his 'Variation of Plants and Animals under Domestication,' his 'Development of Man and Selection in relation to Sex,' his 'Expression of the Emotions in Man and Animals,' and his 'Fertilization of Orchids.'

He is as distinguished as a botanist as he is as a zoologist and geologist. He early published a series of essays on the various arrangements in flowers to ensure cross-fertilization, on dimorphism in flowers, on the movements of climbing plants, &c. The last-named essay was expanded into a volume and republished as a work on 'The Movements and Habits of Climbing Plants,' which has lately been supplemented by his work on the 'Circumnutation of Plants.' His work on carnivorous plants is familiar to all. Although in the later period of his life he mainly devoted his attention to the researches the results of which are embodied in the works just mentioned and some others, he followed most assiduously the progress of biology in all its branches, and especially in those matters which he had himself made objects of research. Thus we find him in 1873 writing a long letter to *Nature* on the males of cirripeds, *à propos* of the discovery by the late Sir Wyville Thomson of minute males adhering to a large Scalpellum dredged by H.M.S. Challenger from a great depth; and his last published writing was a letter to *Nature* containing some facts relating to the means of transport of bivalve mollusca. The appearance of his letters from time to time in *Nature* was a matter of great interest. A most striking feature about all his works is that the evidence produced is so thorough and the result so important and complete. It would appear as if every new idea which came into his head was sure to be successful, and to lead to a startling discovery on test of experiment; but for the encouragement of less gifted searchers it may be stated that such was not the case. He had at least some disappointments, and failed to work out to his satisfaction more than one problem which he attempted; but he was so full of brilliant ideas, and worked so hard and steadily, with so perfect a judgment and so matured an experience, that it is simply astonishing to contemplate the amount and variety of new knowledge which he has gained for the world. He was thoroughly systematic in his work, and in preparing his books had a special set of shelves for each standing near or on his writing table, a shelf being devoted to the material which was destined to form each chapter.

His loss is indeed a severe one. It is true that he lives for all posterity in his works, but, setting aside the consideration of the value of the work which he would probably have produced had he lived longer, his personal influence was of the greatest possible value to science in this country. His kind encouragement, always extended to original workers, has certainly led to the production of a great deal of valuable work, and many men have had in conducting their researches, at the bottom of their hearts, as a principal incentive, the hope to please him and gain his approbation. To those who had the privilege of being his personal friends his loss must be great indeed. He was the most genial of men, overflowing with good nature and kindness. Although ever since his memorable voyage he had suffered more or less from ill health, he appeared ever in the best of spirits, with an intense enjoyment of life, taking the keenest interest in all going on around, and full of excitement and delight at hearing of any new fact or being shown anything that interested him. The almost universal knowledge which he exhibited in conversation was as astonishing as his remembrance of details, yet so extremely modest was he that it always appeared all the time in a perfectly natural way as if he were the recipient and not the source of information.—*The Athenæum.*

WHAT IS A COLLEGE?

(Continued from p. 62.)

Gradually, and in various ways not necessary to my present purpose to explain, young students who were willing to pay handsomely for board and tuition got into the Colleges; pupils who did not intend to study, but who came to learn the elements. These pensioners, *pensionarii*, soon became the paying part of the concern. In human affairs it is well known that when a pecuniary interest comes into conflict with sentiments, or with convictions founded on more remote utilities, the money interest always carries the day in the end. The desire of knowledge is a natural instinct. The perception of the utility of the conservation of knowledge in the social body is a perception derived from easily observed facts. But both the sentiment and the perception of utility are crowded out in the struggle of life by the more urgent and persistent demands of physical existence. Thus it came to pass that elementary education gradually became the principal object, and, at last, the only object of the College residents. The Fellows—so the members of a College Corporation came to be called—the Fellows, who held their Fellowships on the condition of a life of study, dispensed themselves, by their own votes in the congregation of the University, from this condition, and even from its forms; and went off, most of them, to seek pleasure or fortune in the metropolis. Instead of a maintenance within the College walls, they drew an income from the revenues, which they made divisible. The Head, and a few Fellows who remained behind in the building, devoted themselves to the lucrative profession of taking boarders. This profitable trade is the sole occupation of everyone of us in modern Oxford. We are able to extract from the parents of our pupils something like £40,000 a year in fees alone. But, besides these fees, we also make very considerable profits on the rent of our apartments, and on the sums we are enabled to charge our boarders. The utility and efficiency of each one of us is now measured, not by his proficiency in science or learning, but by the degree in which he contributes to earn this percentage of profit. For percentage it is—the endowments of the

Colleges, which were given for the encouragement of learning, being now employed as the capital invested in a scholastic concern. And a most wasteful employment of capital it is. Take, for instance, a College endowed with a net annual income of £6,000—and several Colleges are so,—that income represents a fixed capital of, say, £250,000. Such a College is educating about 100 students, from whom it will be deriving a clear profit of between £3,000 and £4,000 a year, not 2 per cent. on the capital employed.

Thus it is that the function of the Colleges, as conservators of ancient knowledge, has dropped entirely out of sight. The commercial value of a going concern of this magnitude makes such importunate demands on our attention, that it has thrust out of sight the spiritual ends for the sake of which it exists. For the office of academical teacher—indeed, of every teacher—is eminently a spiritual ministration. No one has left a name in the annals of education who has not conceived of his office as such. As we ascend from the elements, from the village school through the various grades of schools, we leave behind at each stage more and more of the technicalities of teaching, and advance to the direct action of intellect on intellect, of character on character—the intellect and character of the teacher upon the intelligence and character of the pupil. At each stage mere instruction counts far less, and stimulation to self-effort far more. It is a familiar fact that it is not the man who knows most who teaches best, but the man who has most interest in what he teaches. For the same reason, also, systems of schooling which aim at filling the mind of the pupil with stores of knowledge are less efficacious than the system whose principle it is to infuse the taste for knowledge. The mind and character of the young are formed by two influences, by contact in two directions —contact with his compeers and equals, contact with his elders and superiors. Competition with equals is to be had under the most advantageous conditions in our public schools, of which it is at present the saving element. It is for the sake of contact with his superiors in science and learning that a young man is supposed to come to the Universities.

Occupied as the Head and Tutors of a College are with the cares of domestic supervision and management, they have little time for the acquisition of fresh knowledge, and soon come to lose all interest in acquiring it. Having neither belief in nor enthusiasm for science themselves, they cannot infuse such into their pupils. But if the pupil, or his parent, did not get value for his money, he would cease to frequent the College, and we should be left without our occupation.

To avert this danger of the falling off of our pupils, from the drying up of the springs of knowledge, we have had recourse to the famous expedient of prizes. Unable now to guide the student in the path of science, we have instituted competitive exercises—opened a vast arena, in which the youth of the country may race against each other for crowns, some of olive, some of gold. A youth of any ability now comes to Oxford for the sake of our honours and our prizes. He is early put in training for this end. A clever boy can begin to earn a living by prize-getting at fifteen or sixteen, in the shape of a school-scholarship. To excel in examinations is a profitable art. Professors of this art abound in every part of the country; even the masters of the Great Schools are compelled to meet this demand. Parents expect the masters to watch for scholarships in the Universities, and to dispose of their sons in the market to the best advantage. "I will not take less than £100 a year for that boy," writes a master, "but I have another, a good useful lad, whom you can have for £70." What the parents and the master want for the boy, and therefore what the boy wants for himself, is the cash. That the matter in which the competition has to be stood out is literature, or mathematics, or science, or history, is in his eyes an immaterial circumstance. "I was studying law," said to me a youth who had just gained a scholarship, "but I am quite ready to read classics, if that is the condition of tenure of my scholarship." Occasionally a young man comes up to me uncorrupted, not having passed through the hands of the professional trainer; comes up full of ardour for self-improvement, and expecting, in his innocence, to meet with a like ardour in the so-called seats of learning. Such a one I had with me lately, full of enthusiasm, proposing to learn Sanscrit, and to read some of the best books in English literature. It became my melancholy duty to do what I could to damp his ardour, and I had to say to him, "My young friend, if you have come here with the hope of devoting three years to the improvement of your mind, the sooner you lay aside such an idea the better; the College has bought you for £80 a year, and we have entered you for two Plates—Mods. and Finals; you have got to get a First in Mods. next November, and it will take you every minute of your time to practise your exercises in preparation for that." The whole time of the student is a preparation for the examination-schools; and this preparation is not a free study of any branch of knowledge, but a drilling of the notes of his tutor into the form in which he will be called upon to reproduce them in the candidates' room. The examination is the measure of all things, and bounds the mental horizon of tutor and pupil alike.

For the relation of the pupil to the teacher is revolutionised. The teacher no longer stands to the disciple in the relation of an exemplar of wisdom and knowledge, of an inspirer of noble aims,—he is not there to mould, to raise, to educate; he is a coach who has to take the pupil as he is, and put his qualities, whatever they may be, to the best account in the way of earning marks. The pupil expects the tutor to give him the straight tip—that is, to dictate to his pen a formula of words containing a fact, or a proposition, which is likely to be called for in the examination-room. With as many of these tips as his memory will hold, the pupil goes armed to the ordeal. When they have served his purpose for writing out his answers to the expected questions, the memory lets them go. They never were knowledge to him. This is the process we now call University-education.

The public—that part of the public which is concerned in the matter, *i.e.*, the fathers of middle-class families—think it is all right. They are under the spell of this word "Education," which meets their eyes in every newspaper, and is dinned into their ears on every platform. The parent, who pays the bill, may be considered to be the employer; he employs us, the teachers, to do work for him, and pays us for doing it. But in this branch of industry the employer is, unfortunately, no judge of the quality of the article supplied him. If your butcher sends you in coarse Lincolnshire mutton, or uneatable beef, you are at once aware of what he is about, and take steps to make him know it. But it is in vain that we appeal to paterfamilias to see to the nature of the education that his son is getting. He sends the son to what he is told by some one is a good College—so he can say, "My son has been to College and had a University education"—and he knows no more than the man in the moon what is the nature of the training his son has brought away with him. If he catch some faint echo of our complaints of the mischiefs of the prize-system, he satisfies himself by some such reasoning at this,—"It is true," he will say to himself, "that the highest motive of all is the love of learning for its own sake; the honest desire of self-improvement, and the instinct of the thirst for knowledge. But, in how few out of all mankind are these instincts found! Where, in one of a thousand, such noble ambition exists, it is recognised as genius. But we cannot expect the average youth of the country to be inspired by such disinterested sentiments, which are very rare, even among men. Men will not work except for bread, and boys will not work but for prizes. A general system must be founded on average, and not on exceptional motives. And, after all, what does it matter what motive takes a boy to College, provided he goes; he gets the education all the same." That is just it! He *does not* get the education. If he did, we should say nothing about the motive! The burden of our complaint is, that a system of winning the prizes without getting the education has been invented; a system which simulates education and is not it—as Mappin's plate is not silver, but looks a great deal better; a system into which mind does not enter, in which the written answer is provided for the written question in a mechanical way which makes it no evidence of knowledge. In this system the aim of the teacher is, not that the pupil should learn, but that he should be able to perform the exercises set for the competition. Hence the true teacher—he who knows, and knowing would make others know—is thrust aside by the young sophist, an expert in the dodges of the school. The professor is, in this system, an entirely useless and ornamental appendage. What avails it to have spent a lifetime in the acquisition of knowledge, to have made himself a master in his science, there is no call for it in the University. From the public such a one may receive recognition; he may instruct the public through the press; in the class-room his presence is useless, the student will do well to keep out of his way.

The University of Oxford is more active now than it has been for a century past; but, in the scientific movement which is going on in the world outside, our University takes no part. While science is advancing from discovery to discovery, from invention to invention; while the student of antiquity has been transformed, the methods of history transformed, the science of philology created in the last quarter of a century, we have been busy in correcting exercises and awarding prizes. It is quite time to ask—Why should there be any University-endowments at all? The teaching part of the University is in abeyance, and its function now is only to examine and award prizes. The proposition has been made in more than one quarter, that Oxford should, like the London University, become an examining body only. The candidates for examination might more conveniently, and at much less cost, get their preparation at their own places of residence. The whole of our large endowments, reserving a few thousand a year to pay examiners, might be converted into prize money, and distributed annually among the youth of the country according to marks ascertained by paper-answers. This has been seriously proposed, and something has been done in this direction by the last Oxford Commission. The time perhaps will come when the same policy can be carried consistently through.

BOOK RECEIVED.

The Editor acknowledges with thanks the recipt of the following publication:—

An Address delivered at the Convocation of the Madras University, March 23rd, 1882, by the Hon. T. Muttaswami Aiyar, C.I.E.

GOVERNMENT CENTRAL BOOK DEPOT.

List of New Books received in the Government Central Book Depôt, Bombay, from 16th March to 15th April 1882.

New editions published.

MARATHI.	Rs.	a.	p.
Godbole's Navanita; or, Selections from the Marathi Poets. New edition, improved and enlarged by Raoji Shastri Godbole. 1882	1	6	0

GUJARATI.

	Rs.	a.	p.
Bhogilal's Deshi Hisab; or Mental Arithmetic. Part I. 6th Edition	0	1	3

ANGLO-GUJARATI.

Well's English Exercises. Part I. 4th Edition. 1882	0	6	0

New works published.

SANSKRIT.

Bana's Kadambari. Edited by P. Peterson. Part II. Fasciculus 2. Notes to the Purva Bhaga. 1882	1	9	0

GUJARATI.

Adikarana Bhumiti; or, Burchett's Introduction to the construction of Plane Geometrical Figures, translated by Balwantram M. Mehta. 1882	0	2	6

KANARESE.

Ankalipi. By the Kanarese Translator. 1882	0	1	0

Fresh supply purchased.

PERSIAN.

Sorabshaw B. Doctor's Persian Primer	1	0	0

N. V. BAPAT,
Curator.

DEPARTMENTAL NOTICES.

Government Stationery.

NOTIFICATION.

The subjoined rules regarding Stationery are published for the information and guidance of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
28th April 1882.

Stationery Department.

RULES REGARDING INDENTS.

1. Indents for stationery for the use of public offices must be prepared on printed forms, which may be obtained at the office of the Superintendent of Stationery, Bombay, otherwise they will be returned uncomplied with.

2. No articles will be supplied other than those entered in the printed forms of Indent.

3. In offices for which a standard allowance of stationery has been sanctioned that allowance must not be exceeded without the express sanction of Government.

4. When there is no standard allow [illegible] indents will be passed according to the numerical strength o [illegible] office establishment. Certain articles are supplied in the follow [illegible] proportions :—

Per head per annum.

Blotting-Paper	sheets	12	
Quills	No.	100	either of the three.
Steel Pens — Nibs	„	50	
Steel Pens — Magnum Bonum	„	25	
Black-Ink powder	Bundles	6	
Black-lead pencils	No	4	
India-rubber pieces	„	[illegible]	

5. Should any extraordinary demand for stationery be anticipated, timely notice must be given to the superintendent to enable him to obtain the necessary supplies from England.

6. On the arrival of stores, the packages must be opened and their contents counted in the presence of the head of the Department, or one of his Assistants or Deputies, and also, if possible, in the presence of a responsible officer from the Commissariat Department.

7. If the contents correspond with the quantities entered in the receipt, the receipt should be at once signed and returned. Should there be any deficiency, the condition of the box must be carefully examined, and the result reported.

8. Slight breakages and such as entail no extra cost need not be reported.

(Signed) F. F. ARBUTHNOT,
Superintendent of Stationery.

Bombay, 29th September 1877.

Stationery Department.

RULES REGARDING CONSUMPTION OF STATIONERY.

A copy of these rules to be inserted on the first page of the Stationery Book.

1st. The charge of Stationery in each Department is to be entrusted, under the Head of the Department, to one individual who shall be held responsible for it.

2nd. The Head Clerk, or one whose knowledge of the duties, and whose character points him out as fittest for the duty, is alone authorized to sign orders for stationery expressly required for the Public Service by any of the other clerks, and every order shall specify the name of the person requiring stationery, the quantity and description, the date, and the specific purpose for which it is to be used. These orders shall be filed by the clerk in charge of the stationery.

3rd. Knives, Inkstands, Rulers, &c., &c., durable articles, shall only be issued on an [illegible] countersigned by the head of the office or senior assistant present, which must specify that the worn-out article has been produced, or must otherwise account satisfactorily for the demand.

4th. Ink should be prepared and distributed in a small tin-pot, a sheet of paper folded must never be used for this purpose.

5th. Instead of the larger sized papers, such as Imperial, Royal, Medium, and Demy which are required chiefly by the Account Department, Foolscap should be used whenever practicable.

6th. On the last day of each month, entries are to be made in the Stationery Book, from the orders filed by the clerk in charge of the stationery, of the total quantity issued during the month, and the balance in hand is to to be checked with that shown in the book. The book is then to be signed by the head of the office, or one of his assistants or deputies.

(Signed) F. F. ARBUTHNOT,
Superintendent of Stationery.

Bombay, 29th September 1877.

Superannuation.

NOTIFICATION.

The subjoined Government Resolution, Revenue Department, No. 2122, dated 31st March 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
1st May 1882.

Superannuation: Proposals regarding retention or non-retention of Public Servants after the age of 55 *years to be made three months before the age is attained.*

No. 2122.

REVENUE DEPARTMENT.

Bombay Castle, 31st March 1882.

Letter from the Accountant-General, No. L.A.-20876, dated 8th March 1882 :—

"To carry out the instructions contained in paragraph 3 of Government Resolution, Revenue Department, No. 40, dated 5th January 1877, directing that the opinions of the Heads of Offices should be obtained and submitted along with statements of superannuated officers which the Accountant-General is required to submit to Government, under rule 2 of Section 106 of the Civil Pension Code and rule 46 of the Civil Account Code, Volume II., chapter 33, a circular was addressed by this office to all heads of offices requesting them to send a statement to this office whenever any officer under them attained the age of 55 years with a view of its submission to Government. As by this arrangement the initiative in reporting superannuated officers, is left with the heads of offices, this office is obliged to wait until the statements from the latter are received. Any delay on the part of these officers thus causes the pay of officers to come under objection before the matter has been even reported to Government. If Government desire the continuance of the present arrangement, I would respectfully suggest that heads of offices and departments be directed to submit their recommendations regarding the further retention in the service of their subordinates approaching the period of compulsory retirement about three months before that time arrives, so that there may be ample time for Government to pass orders.

"2. The duty laid upon this office by the Codes is to report to Government whenever any officer actually attains the age of 55, and to object to pass any more pay to him unless the permission of Government for his continuance in the service is pointed out, and it is the duty of the heads of offices to anticipate the objection. When the two reports are combined, it is obviously necessary that the initiative should be taken by the heads of departments in sufficient time. Otherwise this office will be prepared to report the mere fact of the officers attaining the age of 55 years without reference to the opinions of the heads of offices. Some misapprehension seems to exist as to the share of heads of departments in reporting the cases of gazetted officers, which are often not reported until this office specially calls attention to the matter after the officer's pay has actually come under objection. I have, therefore, reported to Government the names of some officers approaching the age of 55 years without waiting for the recommendations of the heads of the Departments."

RESOLUTION.—The suggestion made by the Accountant-General in the concluding portion of paragraph 1 of his letter is approved. In future the head of the department or office in which an officer whose age is approaching 55 years is employed should submit, through the Accountant-General, proposals regarding the officer's retention or non-retention in the Government service at least three months before the age of 55 years is attained. These orders should be held to apply to gazetted as well as to non-gazetted officers."

J. MONTEATH,

Acting Under-Secretary to Government.

To the ACCOUNTANT-GENERAL; all other HEADS of OFFICES under the REVENUE, GENERAL and FINANCIAL DEPARTMENTS; all CIVIL DEPARTMENTS of the SECRETARIAT; the PUBLIC WORKS DEPARTMENT of the SECRETARIAT; the PUBLIC WORKS DEPARTMENT of the SECRETARIAT (Irrigation); the PUBLIC WORKS DEPARTMENT of the SECRETARIAT (Railway), with spare copies for distribution, when necessary; the MILITARY, MARINE and ECCLESIASTICAL DEPARTMENTS of the SECRETARIAT (for information).

Preservation of Books from White Ants.

NOTIFICATION.

The subjoined Government Resolution, General Department, No. 1328, dated 13th April 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
6th May 1882.

No. 1328.

Extract from the Proceedings of the Government of Bombay in the General Department, dated 13*th April* 1882.

READ the following papers:—

Letter from Mr. G. M. Woodrow, Superintendent of Botanical Gardens, Ganesh Khind, to the Collector of Poona, No. 115, dated 23rd February 1882.

With reference to Government Resolution No. 4330, dated 23rd December 1881, regarding a mixture for preserving books and papers from white ants of which the composition is not disclosed, and the price stated at Rs. 1-8-0 per quart-bottle, botanists and other naturalists have long been in the habit of using a solution of perchloride of mercury (Corrosive Sublimate) in water or spirits of wine to preserve their specimens from insects. I have made twenty experiments varying in length of time from two days to six weeks with pieces of mill-board soaked in a solution of the strength of one part by weight perchloride of mercury to 144 of water and placed in situations likely to be attacked by white ants; in no instance have the pieces of mill-board been eaten by the white ants, while five pieces of the same mill-board laid down without the poison were much eaten.

The cost of this solution is under half an anna per quart-bottle. I find by experiment that this solution is also an active plant poison.

Memorandum from the Collector of Poona, No. 1322, dated 28th February 1882.

True copy submitted to the Commissioner, C.D., for consideration.

Memorandum from the Commissioner, C.D., No. R.-1279, dated 25th March 1882.

Submitted to Government with reference to Resolution No. 4330, dated 23rd December 1881.

2. Mr. Woodrow's experiments seem to show that a mixture serving the same purpose could be prepared at an expense of less than half an anna per quart-bottle.

RESOLUTION.—Copies of these papers should be forwarded to all Departments of the Secretariat and to all heads of offices under them for information in continuation of Government Resolution No. 4330, dated 23rd December 1881. The results of any experiments made with the solution referred to should also be reported.

2. Copies should also be forwarded to the Government of India with reference to their letter No. 67—20C8, dated 13th December 1881.

Ordered that copies of the above be forwarded to—

The REVENUE DEPARTMENT of the SECRETARIAT; the FINANCIAL DEPARTMENT of the SECRETARIAT; all HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to the HEADS OF OFFICES under those DEPARTMENTS); the ACCOUNTANT-GENERAL; the GOVERNMENTS of INDIA (by letter).

J. MONTEATH,
Acting Under-Secretary to Government.

The supply of Stationery to Educational Officers.

NOTIFICATION.

The subjoined Government Resolution No. 1297, dated 6th April 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
12th May 1882.

Stationery: Supply of articles of Stationery of European Manufacture to Officers of the Educatinal Department from the Stationery Department.

No. 1297.

FINANCIAL DEPARTMENT.

Bombay Castle, 6th April 1882.

Letter from the Accountant-General, No. P.A.-14540, dated 14th November 1881—Reporting with reference to Government

Resolution No. 2371, dated 6th July 1880, that the officers of the Educational Department purchase articles of European manufacture from the fixed allowances granted to them; inquiring whether it can be arranged for them to confine their purchases to articles of local manufacture in accordance with the orders of the Government of India, No. 953, dated 10th June 1881; and stating that any articles of European manufacture which the Stationery Office ordinarily supplies and which the Educational Department may find indispensable may be procured from the Stationery Office, the value being deducted from the fixed allowance in communication with this office.

Transfer from the Educational Department of the Secretariat, No. 22, dated 7th January 1882, of the following paper :—

Memorandum from the Director of Public Instruction, No. 5102, dated 31st December 1881—Stating that the schools which receive the fixed allowances to which the Accountant-General refers are the small First Grade Anglo-Vernacular Schools, and it will be possible to carry out the Accountant-General's suggestion and make such schools confine their purchases to the articles shown in the two lists sent by him to the Superintendent of Stationery; and adding that any articles of European manufacture which the Stationery Office ordinarily supplies can be obtained if necessary on a special indent, the cost being deducted from the contingent allowance.

Memorandum from the Superintendent of Stationery, No. 171, dated 28th January 1882—Replying to Government memorandum No. 143, dated 14th idem; and stating that he is prepared to supply the several schools referred to with articles of European manunfacture and will, every time the indents are complied with, apprise the Accountant-General of the fact in view to the value of the stationery supplied being deducted from their fixed allowance.

Memorandum from the Accountant-General, No. P.A.-21838, dated 22nd March 1882—Stating that as under Government of India, Financial Department, No. 953, dated 10th June 1881, no articles of European manufacture can be purchased in the local market except in special cases under the sanction of the Local Government or of the Government of India, any *general exemption* of the officers of the Educational Department from the operation of the rule will require the sanction of the Government of India; and enquiring whether some arrangement may not be made to supply these officers from the Stationery Office with any European articles that they may absolutely require.

RESOLUTION.—The Superintendent of Stationery should be requested to arrange to supply the officers referred to with any articles of stationery of European manufacture that they may absolutely require, the value of such stationery being deducted from their fixed allowance.

2. The financial effect of the arrangement now sanctioned should

be reported to Government by the Superintendent of Stationery at the end of one year.

J. MONTEATH,
Acting Under-Secretary to Government.

To the DIRECTOR of PUBLIC INSTRUCTION; the ACCOUNTANT-GENERAL; the EDUCATIONAL DEPARTMENT of the SECRETARIAT; the SUPERINTENDENT of STATIONERY.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH MARCH TO 15TH APRIL 1882.

17th March 1882.—Mr. Tarachand Showkiram, Third Assistant Master, Hyderabad High School, is appointed Acting Second Assistant Master in the same School.

17th March 1882.—Mr. Harjiwandass Valeram, Acting Fourth Assistant Master, Hyderabad High School, is appointed Acting Third Assistant Master in the same School.

17th March 1882.—An extension of sick leave up to 15th April 1882, is granted to Mr. Ramji Hari Agashe, Assistant Deputy Educational Inspector, Nasik Sub-Division.

20th March 1882.—Mr. K. M. Joglekar, probationary Third Assistant Master in the Elphinstone High School, is appointed substantive *pro tem.* Second Assistant Master in the same School, *vice* Mr. Hogan.

20th March 1882.—Mr. K. V. Dhairyawan, Fourth Assistant Master, Elphinstone High School, is appointed substantive *pro tem.* Third Assistant Master in the same School, *vice* Mr. Joglekar, promoted.

20th March 1882.—Mr. S. M. Dhume, Fifth Assistant Master, Elphinstone High School, is appointed substantive *pro tem.* Assistant in the same School, *vice* Mr. Dhairyawan.

20th March 1882.—Mr. R. B. Gunjikar, Seventh Assistant and Acting Sixth Assistant, Elphinstone High School, is appointed substantive *pro tem.* Fifth Assistant Master in the same School, *vice* Mr. Dhume.

20th March 1882.—Mr. G. M. Dhairyawan, Eighth Assistant and Acting Seventh Assistant, Elphinstone High School, is appointed Acting Sixth Assistant Master in the same School.

20th March 1882.—Mr. E. R. Sahiar, Ninth Assistant Master, Elphinstone High School, is appointed substantive *pro tem.* Seventh Assistant Master in the same School.

20th March 1882.—Mr. V. L. Dharadhar is appointed Acting Eighth Assistant Master in the Elphinstone High School.

20th March 1882.—Mr. R. P. Godbole, Tenth Assistant Master, Elphinstone High School, is appointed substantive *pro tem.* Ninth Assistant Master in the same School.

20th March 1882.—G K. Deshmuk is appointed substantive *pro tem.* Tenth Assistant Master in the Elphinstone High School.

22nd March 1882.—A month's privilege leave is granted to Mr. Motinarayen, Head Master, English School, Viramgaum.

25th March 1882.—Three months' privilege leave is granted to Miss Morris, Assistant to the Lady Superintendent, Female Normal School, Poona.

28th March 1882.—An extension of one month's sick leave is granted to Mr. Deodhar, Fourth Assistant Master, B. J. High School, Tanna.

30th March 1882.—Mr. A. R. Atre, Fifth Assistant Master, Poona High School, is appointed substantive *pro tem.* Fourth Assistant in the same School.

30th March 1882.—Mr. B. N. Nabar, 6th Assistant Master, Poona High School, is appointed substantive *pro tem.* Fifth Assistant Master in the same School.

30th March 1882.—Mr. G. N. Kelkar is appointed Fourteenth Assistant Master and substantive *pro tem.* Sixth Assistant in the Poona High School.

30th March 1882.—Mr. M. D. Joshi is appointed Sixteenth Assistant and substantive *pro tem.* Eleventh Assistant in the Poona High School.

8th April 1882.—Two months' sick leave is granted to Mr. D. K. Nariman, Acting First Assistant Master, Shikarpur High School.

8th April 1882.—Mr. Jhamatmal is appointed Acting First Assistant Master, Shikarpur High School, during the absence of Mr. Nariman.

8th April 1882.—Mr. Vaikunth A. Medh is appointed Acting Fifth Assistant Master, Ahmedabad High School.

8th April 1882.—Mr. J. Sayed, F.E.A., is appointed Junior Dakshina Fellow in the Gujarat College, Ahmedabad.

12th April 1882.—Mr. K. R. Nanjiani, B.A., is appointed Assistant Persian Teacher, Elphinstone High School.

12th April 1882.—Mr. F. P. Desai is appointed Fifteenth Assistant (Gujarati Side), Elphinstone High School.

12th April 1882.—Mr. Murijimul Valeram is appointed Head Master of the Anglo-Vernacular School at Larkana.

15th April 1882.—A month's privilege leave is granted to Mr. Daulatram M. Bachech, substantive Deputy Educational Inspector, Gohilwad Prant.

15th April 1882.—An extension of ten days' leave, on private affairs, is granted to Mr. Mirza Ismael, Persian Teacher, Elphinstone High School.

15th April 1882.—An extension of 25 days' leave, without pay, is granted to Mr. G. K. Deshmukh, 10th Assistant Master, Elphinstone High School.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
4th May 1882.

Bombay Educational Record.

No. 6.] JUNE 1882. [Vol. XVIII.

THE MONTH.

We regret that through an error in the press, the following names were omitted from the list given in our last number of the witnesses who, it is believed, will give evidence before the Education Commission at Poona next September :

Mr. R. G. Oxenham, Principal of Deccan College.
Mr. Waman Abaji Modak, Acting Head Master of Poona High School.

Mr. Vithal Narayan Pathak, Head Master, High School, Satara.

The well-known Maratha lady's name given in our first list as Bamabai Sanskrita should, of course, have been Ramabai Sanskrita. A few more nominations have still to be made by the Provincial Committee. We hope to be able to give them in our next number.

The reaction that has set in in favour of Night-Schools in England is a good thing, and ought, by the beginning of next winter, to produce a great improvement in the organisation and teaching of these useful supplements to the Day-School. At first, Night-Schools were set up for the very illiterate, who had rarely, if at all, been to a Day-School; and they were confined to teaching the merest rudiments of reading and writing. They were mostly conducted by clergymen and a few volunteers, the Education Department doing nothing for them. Afterwards they obtained a certain recognition in the Code; but the conditions to be complied with were so numerous and impossible, that only in very favourably-circumstanced places was it possible to get a grant. But something better is now in store. The Night-School is not to be a substitute for the Day-School, but a sequel and continuation of it. In the one the child is to get his first lessons in knowledge, and his taste for it; in the second he is to expand that knowledge, and cultivate that taste, according to the bent and capacity of his mind.

"Teachers should not be precluded from giving children interesting and instructive lessons on familiar natural subjects, in order to torment them with abstruse grammatical technicalities. Grammar begins far too early, and, throughout, takes the lion's share of literature. There should be no Grammar before the Fifth Standard, and, instead of a paltry hundred lines or two of poetry to be learnt by heart and parsed, a whole play of Shakspeare (at least in Mr. Brandram's or Mr. Bowen's abridgments), a whole poem of Walter Scott, or a whole story like the Vicar of Wakefield, should be read, and tested by questions on the substance, the plot, the characters—not on analysis of sentences, verbal minutiæ, and obscure allusions." Such is the view to which many of the keenest observers of Elementary Schools in England have now come; and we should like to see it widely adopted in this country.

THE number of Sanskrit students has increased so rapidly in the University of Vienna that it has been found necessary to appoint a second professor—Dr. Hultzsch, who assists Prof. Bühler in teaching the elements of Sanskrit, and has classes in Pali, Prakrit, and Hindi.

THE Report of the Syndicate of the Madras University for 1881-82 gives as usual a full and skilful analysis of the operations of the year. At the last Matriculation Examination 3,725 candidates were examined, of whom 1,131 passed,—64 being in the first-class and 1,067 in the second. In the F. A. Examination 423 men passed out of 733 examined. Two-hundred and sixty-one appeared at the B. A. Examination, of whom 144 passed. The Madras Christian College continues to maintain its high efficiency. To the last B. A. Examination it sent up 58 men, of whom 1 graduated in the first-class, 16 in the second, and 22 in the third. The Presidency College sent up 63 men, of whom 1 passed in the first, 19 in the second, and 20 in the third class. Of the examinations generally, the Syndicate write:—

"The examinations held during the year were conducted satisfactorily, and the thanks of the Syndicate are due to the gentlemen in Madras and the Mofussil who gave their services gratuitously for the superintendence of the examinations. Special thanks are due to the Chief Superintendents at Mofussil stations, whose duties are both onerous and responsible.

"The Syndicate regret to have to report several cases of malpractices at the recent Matriculation Examination. Muhammad Sayad (No. 385), examined at the Government Normal School, Madras, and P. Krishnaswami Aiyangar (No. 3206), examined at Palamcottah, having been both convicted of fraud, their examination was invalidated, and they will be debarred from appearing again, the former till December 1884 and the latter till December 1883. Two other cases of a more serious nature are at present under consideration."

In the article on Darwin, which we quoted in our last number, *The Athenæum* incorrectly gives 1845 as the year in which the "Journal of Researches" first appeared. The true date is 1839.

THE TOUR OF THE TECHNICAL EDUCATION COMMISSION.

Professor Roscoe, Mr. Woodall, M.P., Mr. Magnus, with their secretary, Mr. Gilbert Redgrave, have resumed, during the last week, the inquiry entrusted to them as members of the Royal Commission on Technical Education. Commencing their work in Alsace, their attention was directed to the textile industries, and they visited the more important factories, as well as the professional weaving and the chemical schools. Impressed by the *esprit de corps* which has distinguished in so marked a degree the relations of all classes in Mulhouse, they gave very careful attention to the operations of the *Société Industrielle* of that town, which has for more than fifty years been active in promoting, guiding, and helping enterprises for the development of the manufactures and commerce and for the promotion of the well-being of the people of Higher Alsace. Housed in a handsome and commodious building, which contains their valuable collections of industrial products, of specimens in natural history, and of works of fine art, this excellent organisation has made its good influence felt in walks the most various; but has been eminently successful in its educational work, and in the encouragement it has given to projects for the erection of workmen's dwellings, and for the cultivation of habits of thrift. At Basle the commissioners visited the Bernoullianum, a noble memorial building, comprising schools of physics, chemistry, and astronomy, and the capacious theatre of which is much used for free popular lectures. A visit was also paid to the silk-dyeing works and weaving-mills, and the works in which the aniline colours are produced, Switzerland having in this trade the distinction of producing as large a quantity as France, although it has to import its raw material, and possesses no advantage save what it derives from the cultivated skill of its scientific experts. One of the works visited is said to produce annually colours to the value of three and a half million francs, and pays 60,000 francs yearly to the Swiss Federal Government as tax on the common salt used in its processes. Leaving Basle the members of the commission proceeded to Zurich, where they are still engaged in making an exhaustive investigation of the whole educational system of a district which has been pre-eminent for its zeal in everything relating to the instruction of its people. The visitor to that important and picturesque city will not fail to have observed the great quadrangular edifice which is a conspicuous object for miles around—the famous Polytechnic, which has probaby cost not less than four millions of francs in construction and fitting up, and which, maintained by the federal cantons, numbers among its students natives of our own and of well-nigh every other civilised country. No less munificent is the spirit which has animated the citizens of Zurich in providing for primary and secondary teaching. The new school buildings for these purposes are palaces, erected at a cost of 40*l.*, and in one case of 50*l.*, per scholar; and nothing has been spared, which money could provide, which could contribute to the efficiency, convenience, and dignity of the work. For object-lessons there are collections of specimens in natural history, in geology, and in other departments, which would not unworthily furnish a provincial museum; an elegant *Aula* is provided for special gatherings, and large detached buildings are liberally furnished with gymnastic appliances, which are used in the athletic training given by a specialist. Between the elementary and the Polytechnic are schools of various grades, which provide for the most diversified literary and technical wants, and which are sustained, some by the city, others by the canton, while, as we have said, the Polytechnic is the one institution of the kind in Switzerland which is national. At Winterthur, a town in the same canton, having a population of about 16,000, the provision in the municipal budget exceeds 200,000 francs per annum; and here the primary and higher schools, the public library and the "Technicum" rival the like edifices at Zurich. Whatever may be the opinions at which the commissioners may arrive, or the recommendations upon which they may ultimately agree, they cannot fail to render important service in collecting and placing authoritatively and clearly before their countrymen the facts which they are so diligently collecting, and especially in indicating as accurately as possible the bearing and effect of these educational efforts upon the industry, the commerce, and the general welfare of the countries concerned.—*Daily News.*

"A HINDOO POETESS."*

TORU DUTT was certainly one of the most extraordinary women of whom literary history makes record. She was born in Calcutta in 1856, the daughter of a high-caste Hindoo; she died in August, 1877. In her brief life of twenty-one years she had become mistress of at least four tongues: her native speech, Sanskrit, French, and English. She left behind her a novel, written in French, a very remarkable collection of translations from French into English poetry, and this little volume of English ballads, founded on Indian heroic legends, to which Mr. Gosse has prefixed a short memoir. Mr. Gosse was Toru Dutt's first, and perhaps her only,

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* "Ancient Ballads and Legends of Hindustan." By Toru Dutt. With a Memoir by E. W. Gosse. (London: C. Kegan Paul and Co. 1882.)

English reviewer. Except for a rather irrelevant and not very pointed concession to the popular love of anecdotage, Mr. Gosse's biography of Toru Dutt is all that such an essay ought to be. He does not, as Marjory Fleming complains that many writers do, "express himself too sentimentally," and it was difficult to repress sentiment when writing about a girl of such wonderful genius so early taken away. Toru Dutt, with her father, and a sister scarcely less brilliant than herself, visited Europe when Toru was about thirteen years old. After four years' travel, they returned to Calcutta, and "in forty-five months of seclusion," Toru produced these remarkable writings by an effort which, we cannot but fear, hastened her always inevitable early death. As to the ballads, which are now given to the world (in a form which is exquisite except for the hideous cover—a cover which every bibliophile will will make haste to supersede by something better)—as to the ballads, we say, Miss Dutt's manner is better than her matter. The legends of Hindustan are less interesting to Europeans than those of almost any other people. "Savitri" is the story of a wife more devoted than Alcestis, who lived "in those far-off primeval days" when "Fair India's daughters were not pent in closed zenanas." Yama, the first of men who died, and now the God of Death, came for Savitri's husband, and she insisted on following her lord along the ways which first were trod by Yama. The god, moved by her prayers, granted her three gifts, and, last, the soul of her husband—"the soul no bigger than a thumb." This theory of the soul is also held by the Ahts of Vancouver's Island: one of them told Sproat that he had seen his own soul restored to him, after an illness, by a sorcerer. Savitri, like the sorcerer, gave back the tiny soul to the body of her lord, who recovered, and lived happily ever afterwards. The ballad of the goddess and the bracelet is full of pretty natural pictures of Indian existence. Among the miscellaneous poems in this volume some verses addressed to France, in 1870, are full of genuine feeling:—

Not dead, oh no, she cannot die!
  Only a swoon from loss of blood!
Levite England passes her by,
Help, Samaritan! None is nigh;
  Who shall staunch me this sanguine blood?

* * * *

Head of the human column, thus
  Ever in swoon wilt thou remain?
Thought, Freedom, Truth, quenched ominous,
Whence then shall Hope arise for us,
  Plunged in the darkness all again!

Here is a sonnet native to the Indian soil:—

THE LOTUS.

Love came to Flora asking for a flower
  That would of flowers be undisputed queen.
The lily and the rose long, long had been
  Rivals for that high honour. Bards of power

Had sung their claims. "The rose can never tower
Like the pale lily with her Juno mien"—
"But is the lily lovelier?" Thus between
Flower-factions rang the strife in Psyche's bower.
"Give me a flower delicious as the rose
And stately as the lily in her pride."—
"But of what colour?" "Rose-red" Love first chose,
Then prayed—"no lily-white—or both provide."
And Flora gave the lotus, "rose-red" dyed,
And "lily-white,"—the queenliest flower that blows.

Another floral poem, "Our Casuarina Tree" is perhaps the most musical and touching in the collection, but it is too long to be quoted here, and must be read in its proper place. We cannot tell how much we have lost in Toru Dutt: how much that was new, what treasures from the inexhaustible East she might have given to the literature of England, how much knowledge of what is best in England she might have communicated to her own people, our far-off kinsmen of India.—*Pall Mall Gazette.*

ON THE LOVE-POEMS OF BROWNING.

By Arthur Sidgwick.

Perhaps the best way to indicate what Browning has contributed on the subject of love, is briefly to consider what deficiencies and faults there have been in poetry on that head before. Taking the few great periods of our literature, we find the earliest love-poetry in English produced entirely under foreign influences; it was all of the chivalrous-troubadour character; and, although that poetry had much that was beautiful, much that was ideal, much that was even ennobling, it had one incurable vice—it was in a world altogether unreal; it was little more than a beautiful dream; it did not describe things that were, and could not touch men's hearts. The troubadour love-poetry was partly, perhaps, a reaction against the Church, whose attitude was, on the question of the sexes, at once stupid and degrading. But, if so, it shared the fate of many reactions and overshot its mark.

The Elizabethans, who rejected the conceits and trammels of the feudal literature, were free from the fault of unreality, but fell into another. There was realism,—but it was at once violent in its character, and restricted in its scope. They liked strong colours and powerful emotions; and by love they meant love the attraction, love the madness, love the romance. They gave us the nightingale's song of the spring and the pairing-time; but, for the rest of its life, the nightingale did not interest them. Their force was forcible, their beauty was very beautiful; but their love was the love of the lover only. Even Shakespeare, though his sonnets show what he might have done, in the way of insight, gives us little or no light on love when youth is past.

Of the period which was Milton I will not speak: he does not enter into the question. The individual at no time interested him much: he could not keep theological controversy even out of "Lycidas." The world in his day was in labour with the mightiest of all questions; the single human life was too insignificant; further, his own experience was such, that even if the time had been fit, he would have held his peace on that subject, or but put his sorrows into the mouth of Samson.

Nor again, from Milton to this century, is there any advance. Dryden, Pope, Johnson, Collins, Gray, Goldsmith, Cowper.—The names are enough. Their work was all in other fields. And poor passionate Burns, what could he tell us? He was a rebel; and what could he know of the stately and ordered kingdom of love?

In our own century, first comes Wordsworth: but it suffices to quote one sentence from him, to show that the lofty and calm poet of contemplation had here nothing to teach. "Had I been a writer of love-poetry," he said, "it would have been natural to me to write it with a degree of warmth which could hardly have been approved by my principles, and which might have been undesirable for the reader." One feels at once that he was better otherwise employed. The silence that is in the starry sky, the sleep that is among the lonely hills, have their vastness and beauty: but they too have their narrowness.

Byron was a gifted and imaginative libertine: a rebel, like Burns, against love, and against other things than love. Keats died too young, and too unhappy, for love ever to have been anything but a sad dream to him. And what shall I say of Shelley? Is it not plain that, in spite of all his passion and his purity, and his lofty idealism, and his inspired utterance, and his unspeakable music—in spite of all, he could not give us what we want here. In another and far nobler sense than Byron, Shelley too was a rebel, and the rebel may inspire, and enlighten, and uplift—but he cannot teach. Moreover, he too died piteously young; and though we shall hardly re-echo M. Arnold's phrase, that he was "a beautiful but ineffectual angel beating in the void his luminous wings in vain," yet he did not live long enough to bring down his ideals to the earth—he never fitted them to the facts of life.

Do not suppose I am blaspheming the sacred bards. Nearly all have added something, and have given us what they could in this department. But life has grown more complex and more refined: the position of women is modified insensibly, but vastly, from age to age; and now, at least, in our century, and particularly in this latter half of it, a new handling was wanted. It should be as ideal as the Romantic poetry, but more true to the facts. It should be as passionate as the Elizabethan love-poetry, but more refined, more thoughtful, and, above all, more extended. It should have the sweetness of the Pastoral poetry, with none of its affectation. It should have the pregnant force and finish of the Augustan poetry, with deeper channels. It should have the passion and swing and lyric power of Byron, but be pure. It should have some at least of the divine magic and uplifted splendour of Shelley, but show more scientific truth and insight. It is too much to say that Browning has given us this; but I hope to show, that he has given us a great lift upon the way towards it.

Life is short, and a full treatment even of a limited section of Browning's love poems is quite impossible either for me to write, or for you to hear and discuss. We must go on the principle of selection, and take a few points only to dwell on out of a multitude.

In *style*, we note at once the extraordinary variety of voices in which the poet speaks,—his intensity, his richness of resource, his boundless vocabulary and power of swift and strong and precise expression, his fearlessness, and above all his *naturalness*. I can imagine the shock of surprise with which an outsider would hear me speak of his *naturalness;* but it is true for all that. It is because he is so varied and so fearless in style, that he is *natural;* and naturalness was the quality which was wanted in love-poetry, as in other poetry. The tendency of all literature is to run into forms; and genius is for ever shown in bringing it back to nature in undreamt-of ways. Love, and the moods and feelings it engenders, are infinite. As George Eliot says, "the word of all work, love, will no more express the subtly varied drama, the myriad modes of mutual attraction, than the word thought can tell you what is passing through your neighbour's mind." And not only the modes, but the moods. Take, as a single example of this naturalness, what I will call Browning's *lyric irony*. A playfulness, sometimes tender, sometimes bitter, is often an incomparable exponent of passion,—and Browning is the first poet to use this systematically. Take this verse from "Respectability," —they have fled the world, and are living in happy poverty in a back alley in Paris :—

"How much of priceless life were spent
With men that every virtue decks,
And women, models of their sex,
Society's true ornament,
Ere we dared wander nights like this," &c.

What can give the contrast between the real love and the sham better than these "daily dreadful lines"?

Again, the twelvemonths' lover (in "In a Year") has been proved faithless; she pictures him finding out at her death how she has loved him—and this is how he puts it :—

"What, she felt the while
Must I think?
Love's so different with us men,"
(He should smile.)
"Dying for my sake
White and pink!
Can't we touch these bubbles, then,
But they break?"

What could give the helpless selfishness of the shallow-hearted man better than those light and common words of half contemptuous surprise, when he had broken her heart, and had woke from his vain fancy that all was right?

Again, a lovely passage in "The Flowers' Name,"—

"Where I find her not, beauties vanish"—

[he is going round the garden to find the traces where she passed before with him—there is no story]

"Where I find her not, beauties vanish;
Whither I follow her, beauties flee:
Is there no method to tell her in Spanish
June's twice June since she breathed it with me?"

The dash of the playful-colloquial in the third line across the three passionate and poetic lines amid which it comes, only serves to exalt the poetry, and deepen the passion,—it is a master-stroke of nature.

One more instance,—a most overpowering one to those who have a true sensibility to poetry. It is in the saddest of all poems, with the terrible title "Too Late." She has married the other—"the blank lay figure her fancy draped,"—has found out, we may suppose, in six years of marriage, her mistake,—and is dead. He goes over all the past, ending,—"There are two who decline, a woman and I, and enjoy our death in the darkness here." Then suddenly a vision rises of what she was:—

"I liked that way you had with your curls
Wound to a ball in a net behind:
Your cheek was chaste as a Quaker girl's,
And your mouth—there never was to my mind
Such a funny mouth, for it would not shut:
And the dented chin too—what a chin!
There were certain ways when you spoke, some words
You know you never could pronounce:
You were thin, however; like a bird's
Your hand seemed—some would say the pounce——
Of a scaly footed hawk—all but!
The world was right when it called you thin."

She was not beautiful! no—the world said so, and was right; and he dwells on every little blemish or personal characteristic with a light playful ripple of banter, behind which one feels the tempestuous swell of love and agony and despair—this is the lyric irony at its best and strongest.

The second point which I would briefly touch upon is the *thought* shown by Browning in his love-poetry. If we except Shakespeare's sonnets, which are full and rich with thought, but thought very much restricted in scope, it is hard to find any love-poetry which, I do not say can be brought into comparison with Browning, but which, strictly speaking, can be said to show thought as a prominent characteristic at all.

In these poems we have an unworked mine. The wealth and the force and the variety are apparent at every point, whether we consider the situations and main idea of each poem, or the working out in detail. Consider first the situations. 1.—There are the poems which describe passion pure and simple, like the earlier love-poets. There is "Meeting at Night," with its vivid touches of the approach. There is the beautiful "Love among the Ruins": the situation is the contrast between the vain, busy, useless, sinful past, now quietly dead and buried, and the sweet rustic life and love that grows upon the site, like flowers on the ruins. 2.—There are the poems which describe Shortcomings. Any wife to any husband,—the touching remonstrance of the deeper nature to the shallower, who has but half-learnt his lesson of love with her help; and now she is dying, and he will never finish it. "Fifine," where he makes a special pleading for unfaithfulness, with the passionate palinode and pardon at the end. 3. There are two priceless poems describing Union: "By the Fireside," where the man goes back over the story of his happy love—a poem which conveys, it is difficult to say how, the deep tranquillity, the perennial inspiration, which has succeeded to the youthful rapture; and "A Last Word," written in his own name, "once, and only once, and for one only." 4. And there are the poems of failure and faithlessness, many in number, but no two situations the same. In "Youth and Art," the two artists have loved, but never dared to risk their fate. In "Evelyn Hope," death and disparity of age has parted them. In "A Gondola," love is cut short by assassination. In "The Statue and Bust," like "Youth and Art," the lovers never dare face the risk; but in this poem the love is unlawful. In "Cristina," she is light, draws him on, and abandons him without misgiving; but he accepts his fate. In "The Worst of it," again she has abandoned him, but he is true, and what racks him with unselfish agony is her unrepented unworthiness. "Too Late," I have described. In "James Lee," we have the whole drama of κόρος and desertion in pictures of extraordinary power. In "Dis Aliter Visum," the gift of love is rejected from mere selfishness. And, lastly, we have "Pompilia," where there has been no speech of love at all—it is only in their souls.

I am frightened at the length to which this mere bare sketch of the situations—with many minor poems yet omitted, and no word of the dramas—has run on; but, at least, it must suffice to show the thought and creative power that has gone to the conceiving of them. Still, of course, the true test of a poet's thought and mental grasp is in the working out of the details, and not in the situation. But I cannot pursue the subject further here.

The wealth of thought, as exhibited in the detailed workmanship, will be amply shown in the last head, to which I must now hasten on, namely, the poet's ideal of love. And let me say, once for all, that I am expressing no opinion or judgment on the poet, but am here merely trying to expound his meaning.

To plunge at once into the subject: Browning's view of love is connected with, and to be understood by, his view of life. He is the poet of life: it is the individual, the history of the single soul, which interests him. With every form of life he has the most active sympathy; and life with him has the widest range and the deepest significance. We shall get light on his view by the method of contrasts, with the materialist-sensualist on the one side, and the theological-religious on the other. With the materialist and sensualist he has this in common—that the body and the outer world is of high importance. The keen joy of mere living, the delight of mere seeing the details of nature around one, is a constant motive in his poems. No poet is so full of nature pure and simple as Browning—not for its religious meaning, not for its suggestions to thought, not even for its beauty, but for the mere satisfaction to the active perceptions. As Filippo Lippi says:—

> "This world's no blot for us
> Nor blank, *it means intensely and means good*:
> To find its meaning is my meat and drink."

So again with the body. He gives us the joy of the mere healthy activity: poems of riding, poems of swimming, poems of sailing, "the leaping from rock up to rock," "the hunt of the bear," "the cool silver shock of the plunge in the pool's living water." But he is distinguished again from the mere sensualist as one pole from another. These joys are not ends, they are means. Life is *growth*: we must rise from point to point; we must grow up from the body, through the body, to the soul. The body, the world, is divine, just because one truth is linked to another all along the line, and, if the end of the line is divine, the beginning must be divine too. This is the ground of realism in art—

> "God's works—paint anyone, and count it crime
> To let a truth slip,"

Says Lippi, again speaking of the lower truths; but also—

> "How much more
> If I drew higher things with the same truth."

To sum up, then, life is a constant upward growth, in which every stage is divine and no truth insignificant; but also in which there must be no content with the lower, no pause in the rising.

(*To be continued.*)

BOOKS RECEIVED.

The Editor acknowledges with thanks the receipt of the following publications:

1. The Madras University Calendar for 1882-83.
2. The Twenty-sixth Annual Report of the Syndicate of the Madras University.

GOVERNMENT CENTRAL BOOK DEPÔT.

List of New Books received in the Government Central Book Depôt, Bombay, from 16th April to 15th May 1882.

Fresh supply received from England.

ENGLISH.	Rs.	a.	p
Laurie's Copy-Books, No. I.—XII., each at	0	1	4
Royal Readers Series—Primer (Nelson & Sons)	0	1	0
Ditto No. I. Do.	0	2	8
Ditto No. II. Do.	0	4	8
Ditto No. III. Do.	[illegible]	8	0
Ditto No. IV. Do.	0	12	0
Ditto No. V. Do.	1	0	0
Ditto No. VI. Do.	1	4	0
Chambers's Moral Class-Book	0	12	0
Mackay's Outlines of Geography	0	8	0
Reid's Modern Geography	0	8	0
Collier's History of the British Empire for Senior Classes.	1	4	0
Ditto Do. for Junior Classes	0	12	0
Pope's Homer's Iliad (Milner)	0	8	0
Southey's Life of Nelson	1	0	0
Æsop's Fables (Milner)	0	8	0
Johnston's Unrivalled Atlas	1	12	0
Todhunter's Algebra for Beginners	1	4	0
Edith Thomson's History of England	1	4	0
Barnard-Smith's Arithmetic	2	4	0
Cowper's Poems (Chandos Classics)	1	0	0
Scott's Copy-Slips, No. 30	0	2	8
MAPS.			
Johnston's School-room Map of Africa	6	0	0
Ditto Ditto America	6	0	0
Ditto Ditto England	6	0	0
MEDICAL BOOKS.			
Nicholson's Manual of Zoology, 6th Edition, 1880	6	0	0
Garrod's Materia Medica and Therapeutics. 9th Edition, 1881	6	4	0
Taylor's Manual of Medical Jurisprudence. 10th Edition, 1879	7	0	0
Bowman's Practical Chemistry. 7th Edition, 1878	3	4	0
Bentley's Manual of Botany. 4th Edition, 1882	7	0	0
New Editions published.			
Cooke's (S.) First Principles of Chemistry (Natural Science Series). 3rd Edition	0	14	0
Hope's (T. C.) Departmental Fifth Book. 13th Stereotyped Edition	0	9	0

New Works published by the Department.	Rs.	a.	p.
Bana's Kadambari, Part II. Text Edited by P. Peterson	1	0	0
Manishankar P[illegible]baram Pandia—Vichar Karitan Shikhava Vishe; [illegible]ing How to Think …………………	0	8	0

N. V. BAPAT,
Curator,

Bombay, 1[illegible]th May, 1882.

DEPARTMENTAL NOTICES.

Postal Advances.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 1215, dated 31st March 1[illegible]2, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
12th May 1882.

Postal Matters: Postage on Local Fund and Municipal Correspondence.

No. 1215.

FINANCIAL DEPARTMENT.

Bombay Castle, 31*st March* 1882.

Memorandum from the Commissioner, C. D., No. R.-4043, dated 15th October 1881—Submitting a letter from the Collector of Sholapur (No. L.F.-270 of 1881), who requests sanction to a permanent advance of Rs. 5, out of Local Funds, for each of the undermentioned officers, to enable them to transmit their bulky Local Fund correspondence by Bangy Post prepaid:—

1. Collector and President, Local Fund Committee,
2. Assistant Collector,
3. The District Deputy Collector,
4. The Huzur Deputy Collector,
5. The 7 Mámlatdárs,

forwarding a *précis* of correspondence with the Collectors of his Division, which explains why this application has been made, and shows how the necessity for such advances might be obviated; and adding that he concurs with the Collectors that the labour of accounting for such advances as are applied for will be great, and that the alternative of permitting Local Fund and Municipal Bangy parcels to be paid for in stamps is much to be preferred; and that it would be a further boon to Municipal Bodies and Local Fund Committees if they could also be allowed the privilege of posting ordinary letters weighing up to ten tolás for one anna, as is permitted in the case of *bonâ fi*

official correspondence.

Memorandum from the Accountant-General, [illegible]-1642, dated 15th December 1881—Stating that there is [illegible] objection to the permanent advances of Rs. 55 app[illegible] being granted, although, as a rule, the Government [illegible]dia are opposed to the multiplication of such advances; [illegible]tioning that the amount will, if sanctioned, be debited to the personal head of the Collector on the books of his office, and observing that Government may perhaps desire to await the information called for in their Resolution, Financial Department, No. 4027, dated 15th November 1880, before determining upon any further action in respect to the change in the existing postal rules for Local Fund correspondence.

Memorandum from the Post Master General, Bombay, No. 859, dated 25th January 1882—Submitting his remarks on the above; and observing that he has referred the first proposal of the Commissioner, C. D., to the Director-General of Post Offices, and that the second proposal cannot be approved, but in any case the rule would have to be general for the whole of India, and a reference to the Government of India would be required.

Letter from the Post Master General, Bombay, No. 1953, dated 25th February 1882—Stating, in continuation of his No. 859, dated 24th January last, that the Director-General of the Post Office is unable to sanction the proposal that Local and Municipal Committees should be allowed to pay postage on parcels sent by them by means of postage-labels; and observing that the exceptional treatment of special classes of articles in any particular province is necessarily open to objection on general grounds, and that the Director-General considers that it would not be justifiable to throw upon the Department the additional labour and trouble involved in dealing with these parcels in a special way.

RESOLUTION.—The practice of sending heavy Local Fund and Municipal correspondence by letter-post is productive of much unnecessary expense and should be at once discontinued. As the Director-General of Post Offices is unwilling to allow the postage on parcels containing such correspondence to be paid in stamps, it is necessary that officers who have regularly to send by post parcels of this kind, should have a permanent advance for the purpose of prepaying the postage. Government are, therefore, pleased to sanction a permanent advance of Rs. 5 to each of the officers specified by the Collector of Sholápur for the above purpose, and the Commissioner in Sind and the Commissioners of Divisions should be requested to submit a list of officers in other districts to whom they would recommend similar permanent advances to be allowed. The amount of the advances proposed in each case should be stated.

2. Before deciding whether the proposal of the Commissioner, C. D., to allow to Local Fund and Municipal Committees the privilege of sending letters up to a maximum weight of 10 tolàs under a one-anna stamp should be submitted for the consideration of the Government of India, His Excellency in Council will await the reports called for in Government Resolution, Financial Department, No. 4027, dated 15th November 1880, which are now over-due.

J. MONTEATH,
Acting Under-Secretary to Government.

To the COMMISSIONER, C.D.; the COMMISSIONER, N.D.; the COMMISSIONER, S.D.; the COMMISSIONER in SIND; the ACCOUNTANT-GENERAL; the POST MASTER GENERAL; all COLLECTORS, including the COLLECTORS and DEPUTY COMMISSIONERS in SIND; the SUPERINTENDENT of STAMPS; the EDUCATIONAL DEPARTMENT of the SECRETARIAT; the PUBLIC WORKS DEPARTMENT of the SECRETARIAT.

Responsibility of Government Officers in accepting Sureties.

NOTIFICATION.

The subjoined Government Resolution, No. 2608, dated 21st April 1882, Revenue Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
12*th May* 1882.

Abkari Contracts: Responsibility of Officers who accept security for any loss incurred by Government in consequence of the insufficiency of such security.

No. 2608.

REVENUE DEPARTMENT.

Bombay Castle, 21*st April* 1882.

Memorandum from the Commissioner, S. D., No. 957, dated 2nd April 1882—Submitting, with reference to paragraph 2 of Government Resolution No. 1556, of 8th March 1882, a letter from the Acting Collector of Dharwar, who states, for the information of Government, that on being asked to furnish the necessary explanation on the subject of his culpable negligence in accepting, while Head Karkun of Badami, two men as sureties for the liquor-contractors of Hal-Kurki and Nilgund Azam

Gururao. Krishna states that at the time of accepting the sureties he was not the sole responsible officer, nor had he any opportunities of visiting villages and of ascertaining thereby the fitness of the men as sureties, in consequence of which he verbally referred the matter to the Mamlatdar, who ordered him to accept the sureties on the certificates of the village officers; and remarks that as it is the practice to accept sureties on the certificates of the village-officers as to their fitness, the Head Karkun is not much to blame, although it would have been safer for him to have personally ascertained whether the men were fit; the Commissioner observing that under the circumstances stated nothing further remains to be done, and that he has issued instructions to the Collectors to warn all officers subordinate to them that in future they will be held responsible for accepting men of straw as sureties.

Resolution.—The explanation furnished by Mr. Gururao Krishna is not satisfactory. In view, however, of the statement made by the Collector, that in accepting sureties as sufficient on the strength merely of certificates from the village officers, Mr. Gururao Krishna was following the ordinary practice, no special notice need be taken of his conduct in this instance. Government approve of the instructions issued by the Commissioner, S. D., and desire that like instructions be given by the other Commissioners. It should be distinctly understood that in future when men of straw or inadequate means are accepted as sureties, and any loss to Government results from the insufficiency of such security, the officers accepting such sureties will be held personally responsible for any loss incurred.

John Nugent,
Acting Secretary to Government.

To the Commissioner, S.D.; the Commissioner, N.D.; the Commissioner, C. D.; the Commissioner in Sind; the Accountant-General; all Departments of the Secretariat for information and for communication to the Officers concerned under those Departments.

Service-Books.

Notification.

The subjoined Government Resolution No. 1565, dated 28th April 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
15th May 1882.

Service-Books:—Cancellation of the order for the addition of a Medical History Sheet to—

No. 1565.

FINANCIAL DEPARTMENT.

Bombay Castle, 28th April 1882.

Letter from Officiating Under-Secretary to the Government of India, Department of Finance and Commerce, No. 91, dated 5th April 1882.

"With reference to the correspondence ending with your letter No. 644, dated 21st February 1882, I am directed to state that the Governor-General in Council does not consider it expedient to introduce a "medical history sheet" in the service-books of Uncovenanted officers."

RESOLUTION.—Copies to be forwarded to the Departments and Officers to whom Government Resolution No. 205, dated 26th January 1882, was communicated.

2. That portion of paragraph 2 of Government Resolution No. 4775, dated 17th December 1881, which relates to the addition of a medical-history sheet to the service-book of every Uncovenanted servant should be considered as cancelled.

J. MONTEATH,
Acting Under-Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; all HEADS of OFFICES under the Civil Departments of the SECRETARIAT; the ACCOUNTANT-GENERAL.

Country-made Black-Ink.

NOTIFICATION.

The subjoined Government Resolution No. 1634, dated 3rd May 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
18th May 1882.

Stores—Black Writing-Ink.

No. 1634.

FINANCIAL DEPARTMENT.

Bombay Castle, 3rd May 1882.

Resolution of the Government of India, Department of Finance and Commerce, No. 84, dated 7th April 1882:—

"Read again:—

Resolution No. 724, dated 6th February 1882, regarding the supply of Black writing-inks of local manufacture.

"Read also—

The undermentioned correspondence regarding the black writing-ink manufactured by Babu Amrita Lal Roy, of No. 54, Machooabazar Street, Calcutta :—

Letter to the Superintendent of Stationery, Calcutta, No. 2143, dated 23rd December 1882.

Letter from the Superintendent of Stationery, Calcutta, No. 5895, dated 10th March 1882, in reply to the above :—

'I beg to forward herewith copy of the Chemical Examiner's report on the sample of black writing-ink submitted by Amrita Lal Roy, and to state, as requested in your letter, No. 2143, dated 23rd December last, that the ink is, no doubt, manufactured in India and is of good quality, having fairly withstood the tests of the Chemical Examiner. The price is Rs. 2 per dozen quarts, and is cheaper than Dr. Waldie's ink (the cheapest of the samples formerly reported on) by 4 annas per dozen. In deciding upon the contract to be entered into for the ensuing year, full consideration will be given to the merits of Amrita Lal Roy's ink as compared with other samples tendered, from every point of view, mere cheapness not being the only desideratum.'

'2. This report has been kept back by me in the hope of being able also to report on Mr. George Law's sample of ink, which was not received till last month, after I had applied to him. The Chemical Examiner has not yet furnished his report, but I may mention that Mr. Law proposes to charge Rs. 12 per dozen quarts delivered at any station in the Upper Provinces. Supposing the ink to be not superior to either Dr. Waldie's or Amrita Lal Roy's samples, the relative prices of the several inks delivered at the principal stations in the North-Western Provinces and the Punjab would be as shown in the annexed statement. I am not yet in a position to state whether the ink is equal to Stephen's ink, and could be issued in the place of it to the officers who use the latter. The comparison, so far as it goes including Stephen's ink, shows that Mr. Law's ink is much dearer as respects the other country-made inks, but cheaper as respects Stephen's ink.'

No. 228A., dated 14th February 1882.

From C. J. H. WARDEN, Esq., Chemical Examiner to Government,
To the Officiating Superintendent of Stationery, Calcutta.

I have the honour to acknowledge the receipt of your letter No. 5048, dated 30th January 1882, forwarding one bottle of ink with the following printed label :—

'Youngman's steel jet black writing-ink, &c.

The bottle contained 15 ounces of black ink of acid re-action and with a tar-like odour. The ink was of a good colour and flowed well.

On analysis it yielded 12·76 per cent. of solid residue by weight dried at 100° C.

The ash was equal to 1·7 per cent. by weight calculated on the ink and consisted of oxide of iron.

The action of re-agents on the ink is shown in the accompanying table.

The ink appears to be essentially a gall-ink of good quality.

Statement showing the comparative price of liquid ink delivered at the following Stations :—

Names of Stations.	Price of Dr. Waldie's ink per dozen quarts.			Price of Amrita Lal Roy's ink per dozen quarts.			Price of G. Law's ink per dozen quarts.			Stephen's English ink per dozen quarts.			REMARKS.
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	
Allahabad ...	4	5	0	4	1	0	12	0	0	19	1	0	
Lucknow......	4	9	0	4	5	0	12	0	0	19	5	0	
Agra	5	5	0	5	1	0	12	0	0	20	1	0	
Delhi	5	11	0	5	7	0	12	0	0	20	7	0	
Lahore.........	6	13	0	6	9	0	12	0	0	21	9	0	
Simla	8	4	0	8	0	0	12	0	0	23	0	0	

W. H. RYLAND,
Offg. Superintendent of Stationery.

Calcutta, 10*th March* 1882.

"ORDERED, that the letter from the Superintendent of Stationery read above be communicated to all Local Governments and Administrations for information, in continuation of Resolution No. 724, dated 6th February 1882.

"Ordered also, that it be published in the *Gazette of India* for general information."

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat and all Heads of Offices for information, in continuation of Government Resolution No. 620, dated 20th February 1882.

2. The Resolution has been republished in the *Bombay Government Gazette* of 13th April 1882.

J. MONTEATH,
Acting Under-Secretary to Government.

To all HEADS of OFFICES under the REVENUE, GENERAL and FINANCIAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to HEADS of OFFICES subordinate to them); the ACCOUNTANT-GENERAL.

Salaries and Allowances.

NOTIFICATION.

The subjoined Government Resolution No. 3091, Revenue Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
23rd May 1882.

Salaries and Allowances.

No. 3091.

REVENUE DEPARTMENT.

Bombay Castle, 11*th May* 1882.

Memorandum from the Commissioner in Sind, No. 333, dated 25th January 1882—Submitting copy of a letter (No. 160, dated 11th idem) from the Collector of Shikárpur, with a request that Major A. H. Mayhew, Deputy Collector, Sukkur, may be gazetted as having acted as Collector of Shikárpur from 14th December 1881 to 4th January 1882; and stating that as Major Mayhew had to remove from his head-quarter station at Sukkur to take charge from the Collector at Shikárpur, he may be informed whether, under these circumstances, that officer is entitled to draw any acting allowance.

Memorandum from the Accountant General, No. L.A.-21503, dated 16th March 1882—Stating that as Sukkur and Shikárpur are in the same district it would appear that it was not necessary for Major Mayhew to move from the former to the latter station, and that he could apparently have managed the district as well from the one as from the other place; and adding that if Government ordered him to move or think that he was bound to move, he would be entitled to charge allowance at Rs. 600 per mensem under Section 7 of the Pay and Acting Allowance Code on his being gazetted as having acted as Collector of Shikárpur from 15th December 1881 to 3rd January 1882, inclusive, minus the acting allowance of a First Class Deputy Collector in Sind which he has already drawn.

Letter from Acting Under-Secretary to the Government of Bombay, to the Secretary to the Government of India, Department of Finance and Commerce, No. 2305, dated 8th April 1882:—

"The Government of India have in their Notification No. 3958, dated 4th November 1881, directed that no acting allowance is to be given to an officer acting in a higher appointment in consequence of the absence of another officer on privilege-leave for the first 30 days of such leave 'unless the acting officer is transferred from another station.'

"The Commissioner in Sind has submitted an application to have Major A. H. Mayhew, Deputy Collector, Sukkur, gazetted as having acted as Collector of Shikárpur from 15th December 1881 to 3rd January 1882, while the Collector was on privilege leave. Sukkur is the head-quarter station of a Deputy Collector, but it is in the Shikárpur District, and although Major Mayhew had to move from his head-quarter station to Shikárpur, which is the Collector's station, he had not to move out of the district. Similarly the head-quarters of some Assistant Collectors in this Presidency are not the same as those of the Collector, though in the same district, and the same question would arise in the case of such an Assistant Collector being appointed to act for the Collector while the latter is on privilege-leave.

"His Excellency the Governor in Council is inclined to think that it was not the intention of the Government of India that charge allowance should be admissible in such cases for the first 30 days of the privilege-leave, but the rule is capable of a different construction. So far as these cases are concerned the difficulty would be removed by substituting 'district' for 'station,' but another difficulty would be caused thereby in the case of officers of lower rank. It is presumed it was not intended to debar a Mahálkari (say) acting for a Mámlatdár or a Mámlatdár acting for a Deputy Collector, from drawing the allowance when the head-quarters have to be changed, though both head-quarters may be in the same district.

"I am directed to request that you will be so good as to bring the difficulty to the notice of the Government of India, and to inform this Government how the Right Honourable the Governor-General in Council desires the rule to be interpreted in such cases."

Resolution of the Government of India, Department of Finance and Commerce, No. 437, dated 20th April 1882—Forwarding, with reference to the above letter, the following copy of their letter to the Accountant-General, Bengal, No. 29, dated 6th idem:—

"In reply to your letter No. 1974-s., dated 15th March 1882, I am directed to state that you are right in holding [illegible] the word 'station' in Section 5 of the Pay and Acting-Allowance Code means either the head-quarters of a district or a sub-divisional station."

Resolution.—Copies of this Government letter to the Government of India, No. 2305, dated 8th April 1882, and of the reply thereto, should be forwarded to all Departments of the Secretariat and all Heads of Offices for information.

2. Major Mayhew may be gazetted as requested.

J. Monteath,
Acting Under-Secretary to Government.

To all Heads of Offices under the Revenue, General and Financial Departments of the Secretariat; the Revenue and General Departments of the Secretariat; all other Departments of the Secretariat (with spare copies for distribution to Heads of Offices subordinate to them); the Accountant-General.

Travelling-Allowances.

Notification.

The subjoined Government Resolution No. 1806, dated 13th May 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
29th May 1882.

Travelling-Allowances: Grant of—to an Officer proceeding from one appointment to another on the occasion of his transfer.

No. 1806.

Financial Department.
Bombay Castle, 13*th May* 1882.

Memorandum from the Government of India, Department of Finance and Commerce—Forwarding the following copy of their Notification No. 569, dated 21st April 1882:—

> "In supersession of all previous orders on the subject, the Governor-General in Council is pleased to prescribe that a public officer, proceeding from one appointment to another in the public service on the occasion of his transfer, either permanently or temporarily, and whether with or without promotion, shall, if he is allowed or entitled to draw pay or acting allowance during the period of transit, be permitted to draw travelling-allowance at the usual rates, unless he is transferred at his own request."

Resolution.—Copies to be forwarded to all Departments of the Secretariat and all Heads of Offices for information and guidance.

2. The above notification has been republished from the *Gazette* [illegible] *India* in the *Bombay Government Gazette* of 27th April 1882, page 308.

J. Monteath,
Acting Under-Secretary to Government.

To all Heads of Offices under the Revenue, General and Financial Departments of the Secretariat; the Revenue and General Departments of the Secretariat; all other Departments of the Secretariat (with spare copies for distribution to Heads of Offices subordinate to them); the Accountant-General.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH APRIL TO THE 15TH MAY 1882.

17th April 1882.—Mr. Jhamandas Udhandas, substantive *pro tem.* Clerk, Hydrabad Deputy Educational Inspector's Office, is appointed substantive *pro tem.* Head Master, Anglo-Vernacular School, Tando Adam.

17th April 1882.—Mr. Umedali Karim Muhammad, Third Assistant Master, High School, Shikarpur, is appointed Acting Second Assistant Master in the same school.

17th April 1882.—Mr. Idanmal Utamchand, Acting Fourth Assistant Master, High School, Shikarpur, is appointed Acting Third Assistant Master in the same school.

17th April 1882.—Mr. Sabhraj Teckchund, Acting Fifth Assistant Master, Shikarpur High School, is appointed Acting Fourth Assistant Master in the same school.

17th April 1882.—Mr. Denmal Khemchand, Acting Sixth Assistant Master, Shikarpur High School, is appointed Acting Fifth Assistant Master in the same school.

20th April 1882.—Mr. Bhaskar B. Nimbkar is permitted to resign his post as Seventh Assistant Master, High School, Dhulia.

20th April 1882.—Mr. K. H. Dhruva is appointed substantive *pro tem.* Sanskrit Teacher in the Ahmedabad Training College.

22nd April 1882.—An extension of three months' sick leave is granted to Mr. V. S. Deodhar, Fourth Assistant Master, Tanna High School.

24th April 1882.—An extension of fifteen days' sick leave is granted to Mr. Ramji Hari Agashe, Assistant Deputy Educational Inspector, Nasik sub-division.

25th April 1882.—A month's privilege leave is granted to Mr. Dvivedi, Deputy Educational Inspector, Gujarati Schools, Bombay.

25th April 1882.—Thirty-five days' privilege leave is granted to Mr. Ranchorlal M. Gogari, Assistant Deputy Educational Inspector, Ahmedabad and Kaira sub-division.

2nd May 1882.—Forty-five days' privilege leave is granted to Mr. Valabhram Mehta, Assistant Deputy Educational Inspector, Surat sub-division.

3rd May 1882.—One month and twenty days' privilege leave is granted to Mr. W. K. Waidya, Assistant Deputy Educational Inspector, Ahmednagar sub-division.

3rd May 1882.—Mr. Harjivandass Valeram is appointed Acting Second Assistant Master, Hydrabad High School.

4th May 1882.—Mr. Dinkar Moreshwar Bodas, Head Master, Second Grade, Anglo-Vernacular School, Chopda, is appointed Head Master, Superior Vernacular School, Shahada.

4th May 1882.—Mr. Balaji Gangadhar Mehendale, Head Master, Vernacular School, Shahada, is appointed Head Master, Second Grade, Anglo-Vernacular School, Chopda.

4th May 1882.—Mr. Trimbak Balkrishna Gowtam, Head Master, Vernacular School, No. II., Nasik, is appointed Acting Head Master, Vernacular School, No. I., Nasik.

4th May 1882.—Mr. Ramkrishna Wasudeo Talekar, Head Master, Superior Vernacular School at Shendurni, is appointed Head Master, Superior Vernacular School at Asoda.

4th May 1882.—Mr. Ramchandra Moreshwar Joshi, Head-Master, Vernacular School, Nampur, is appointed Head-Master, Vernacular School, Shendurni.

4th May 1882.—Mr. K. G. Kelkar, B.A., is appointed First Assistant Master, Rajaram High School, Kolhapur.

4th May 1882.—Mr. L. C. Kolatkar, B.A., is appointed First Assistant Master, Sholapur High School.

4th May 1882.—Mr. G. A. Bhat, B.A., is appointed First Assistant Master, Satara High School.

9th May 1882.—Mr. Chhaganlal Manikji, Head-Master, Taluka School, Dhandhuka, is appointed Head-Master, Taluka School, Viramgam.

9th May 1882.—Mr. Krishnaram Govind, Head-Master, Taluka School, Pardi, is appointed Head-Master, Taluka School, Dhandhuka.

9th May 1882.—An extension of sixth months' leave, without pay, is granted to Mr. T. N. Mehta, Fifth Assistant Master, Broach High School.

15th May 1882.—Mr. R. S. Taki is confirmed in his appointment as Third Assistant Master, Karwar High School.

16th May 1882.—An extension of six months' leave, without pay, is granted to Mr. Takerbhai Tuljaram, Head-Master, Parsee Panchayet English School, Surat.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
20th May 1882.

Bombay Educational Record.

No. 7.] JULY 1882. [Vol. XVIII.

THE MONTH.

THE number of witnesses who will give evidence before the Education Commission in this Presidency will probably be not less than thirty-seven.

In addition to the names we have already published, we note the following:

The Hon. Raymond West, C.S.
Mr. W. Wedderburn, C.S.
Mr. E. McG. H. Fulton, C.S.
Prof. R. G. Bhándárkar.
Khán Bahádur Kázi Shahábudin, C.I.E.
Mr. M. M. Kunte.
Rao Saheb B. K. Huilgole.
The Rev. R. Hume.
The Rev. R. Squires.
„ „ G. Shirt.
„ „ F. Ziegler.
„ „ Náráyan Sheshádri.
Mr. R. M. Sayani.
Mr. Ambálál Sákarlál Desái.
Rao Saheb Gopálji Surbhái Desái.

A representative of the Kolhapur State and of the Poona Sarvajanik Sabha will also, it is hoped, give evidence.

The examination of the first witness at Poona is fixed for the 4th of September.

MESSRS. MACMILLAN will shortly bring out an edition of the first two books of Euclid by the Rev. C. L. Dodgson, the aim of which is to show what Euclid's method really is when stripped of all accidental verbiage and repetition. Mr. Dodgson has also in the press a pamphlet entitled 'Simple Facts for Circle-Squarers.'

PRIMARY SCHOOLS IN FRANCE.—The French primary education returns for last year show an aggregate attendance of 5,049,363, being an increase of 100,000 over the previous return. The absentees are reported as 170,000 in number; but this figure is thought to be one-third under the mark. The schools have increased from 73,764 to 74,441, unsectarian schools having all but 25 of this increase, while the Roman Catholic schools during the year show a net decrease of 89.

Mr. E. C. Robins, F.S.A., who has recently returned from a tour in Germany, Switzerland, Saxony, Bavaria, and Austria, in company with Professors Armstrong and Ayrton, taken for the purpose of studying foreign technical buildings and their fittings, and applicability or otherwise to the new buildings in the City and South Kensington now erecting for the City and Guilds of London Technical Institute, recently read a paper at the Society of Arts, on the nature and extent of the provisions made at home and abroad for the spread of technical education. So far as France was concerned, primary education was found to be little in advance of our own country, and now Germany was in process of being investigated. But it was probable that in all countries it would be found that the real difference between English and foreign systems was not so much in the primary as in the secondary education of the people. The provision made in Germany for primary technical instruction was chiefly voluntary, and was very limited in extent. The great advance made by foreign nations over us was in the middle-class scientific schools.

As a satire upon the present system of education in Texas, the *Galveston News* publishes the following conversation: "How is your son coming on?" "Oh, I am having a power of trouble with him." "What's the matter now?" "Well, you know, I couldn't send him to school, because, thanks to Governor Roberts, there are no free schools, and I could not afford to send him to a private school. So I sent him away from Galveston out to the frontier, and, as luck would have it, he was convicted of horse-stealing, and got five years in the penitentiary." "That was bad." "No, it wasn't; for you see at the penitentiary he could learn a trade and become a useful citizen." "Well, that's good" "No, it isn't; for Governor Roberts has pardoned him out on account of his youth and ignorance."

THE HYGIENE OF SIGHT.

To the Editor of the Educational Times.

SIR,—The increased number of persons who now wear glasses, points to the undoubted fact that myopia or short-sightedness is rapidly spreading among us. A walk through the streets is sufficient to convince us of the truth of this, where we meet with the Dundreary eye-glass, or the dainty *pince-nez* at every turn. So common, indeed, has the practice grown, that it has positively become fashionable to affect the outward signs of imperfect vision. That this is a phenomenon quite of recent date, seems pretty certain, if we may believe the testimony of middle-aged people who tell us that, in their younger days, few but elderly persons wore glasses, and even they only occasionally, for the purpose of reading, working with the needle, or some such occupation requiring close inspection. To go back to the last century, the custom must have been still less frequent, for a writer of the period (I am not sure if it was not Smollet) mentions as an extraordinary instance of eccentricity, that a person should sit down to dinner with glasses on. What can be the cause of this singular increase of defective sight? Can it have any connection with the extension of popular education, and the multiplication of cheap literature? Has a reading age in truth become a short-sighted age? We know well enough that instances have undoubtedly occurred, in which persons have read themselves blind,—as, for example, the elder D'Israeli, one of whose most interesting works was written, like Milton's epic poem, when he had lost the use of his eyes. Or can it be that failing sight is only one of the indications of that general decay of physical vigour, which some pretend to trace in the present generation of men and women?

It may, perhaps, throw some light upon this question, if we turn to the Report of the Commission recently appointed by the Minister of Public Instruction in France, to enquire into the causes of the prevalence of myopia among school-children. The Report, which is a very interesting one, enumerates the following causes:—defective lighting of school-rooms, desks and school furniture badly proportioned to the size of the pupils, improper attitudes of sitting at desks in the act of writing, the simultaneous teaching of reading and writing, and lastly the use of books printed in small type.

With regard to the lighting of class-rooms, the true source of light, during the day, being the sky, the Report proceeds to specify the minimum extent of sky that should be visible from every part of the class-room. It follows from this, that side lights are preferable to light passing through the roof, which, falling perpendicularly, is reflected with dangerous effect directly on the eye.

But the most noticeable part of the Report is that which refers to the position of the pupil in the act of writing. The attitude of sitting sideways, with the weight of the body supported on the left elbow, or thrown on the left hip, causes a curvature of the spine, which in the case of girls, who lace tightly, easily becomes permanent. Not only does this attitude produce deformity of body, but the oblique glance of the eye which it necessitates is most injurious to the sight. It is well-known that pupils accustomed to this position contract a habit of writing with the head almost resting on the left hand. It is among these that the greater number of short-sighted children are found. The remedy against these two evils recommended by the Report is the formula of Madame G. Sand, "*Ecriture droit, sur papier droit, corps droit:*" which we take to mean that the attitude of writing should be the same as that of drawing,—the body square to the desk, directly in front of the paper, the writing upright. The observance of this rule would, in the opinion of the Commissioners, obviate at one stroke curvature of the spine and myopia. The report goes on to condemn the simultaneous teaching of reading and writing as imposing too great a fatigue on young eyes, and recommends for school books the use of neutral tinted paper in preference to white, and the employment of varied type of a good size. It concludes with the suggestion that the medical men appointed to inspect public schools should direct their special attention to this subject, and state in their annual reports the results of their observations and the measures which, in their opinion, should be adopted to prevent the spread of this serious evil. We have unfortunately no Minister of Education in this country to move in the matter, though something might be done by the Education Office and the School Boards. But, failing the action of these bodies, we have nothing to do but to appeal to public opinion, and invite the serious consideration of teachers to this most important question of school hygiene.

I am, Sir, yours obediently,
X.

22nd May, 1882.

ON THE LOVE-POEMS OF BROWNING.

(*Continued from p.* 131.)

Again, with the religious view of life he has much in common. There is in both incessant insistance on the spiritual, in both a courageous straining after the ideal, in both a firm grasp of the imperfection of all things here, and the need of a hereafter to give the true significance to life. Browning, too, counts not himself to have apprehended; he too reaches forth into the things that are before. But, again, there is a difference. He does not view life as *duty*, *obedience*, but as *activity* and *growth*. He does not regard the body and the world as foes, and evils to be fought with, but as the instrument of that joyful activity. They are as the wave to the swimmer, which would drown him if he relaxes effort, but which are also to the active the very uplifting and delighting medium of his movement. To both views, the upward way is a struggle, ; but to the religious view evil is natural, good is the thorny path of the regenerate: to Browning, evil is disease, good is the healthy activity of the natural living strength.

In this upward path, this rising from truth to truth, love is an enlightening stage. To grasp the spiritual, to realise, however faintly, the transcendence of soul, the deeper significance of life, the large sweep of the immaterial forces—in a word, to rise, to grow: this is every man's lesson, and love is the greatest teacher. Every one can have it.

"The obvious human bliss,
To satisfy life's daily thirst
With a thing men seldom miss."

And again,—

"God be thanked, the meanest of his creatures
Boasts two soul's sides,—one to face the world with,
One to show a woman when he loves her."

And every one is transfigured by it. Like the butterfly's wings on the hard rock and scorched turf—

"Is it not so
With the minds of men?
The level and low,
The burnt and bare in themselves; but then
With such a blue and red grace, not theirs,
Love settling unawares."

In this high ideal view of love, it is not that the poet ignores the love-rapture, which is the staple, almost the sole topic, of most love-poetry. On the contrary, except Dante, no poet has given it more subtle and sympathetic and emphatic expression. Thus, in "The Meeting"—

"A voice less loud, through its joys and fears,
Than two hearts beating each to each."

And again, in "Love among the Ruins,"—

"O heart, O blood that freezes, blood that burns
Earth's returns.
For whole centuries of folly, noise, and sin,
Shut them in,
With their triumphs and their glories, and the rest:
Love is best."

Again, in that verse which is a triumph of monosyllables—

"When I sewed or drew,
I recall,
How he looked as if I sang,
Sweetly, too.
If I spoke a word,
First of all
Up his cheek the colour sprang,—
Then he heard."

Again,—"The Worst of it,"—

> "My heart aglow with the good I know,
> Of a perfect year when we both were young
> And I tasted the angel's fellowship."

Again,—"A Likeness"—

> "A face to lose youth for, to occupy age
> With the thought of, meet death with"—

I need not go on.

There is rich pasture in Browning for the boys and girls; but he writes for men and women too. And love is not a rapture only: it is a spiritual enlightenment also, and this latter is its true significance.

But what of the failure and tragedy of love? This is the best and fullest illustration, test, and exposition of the doctrine of love; and I must be content to leave all else, and conclude with a brief survey of this.

We observe, at once, that of failure there are three kinds. There is, first, the failure due to mere timidity, or helplessness, or prudential procrastination; second, the failure due to fickleness, caprice, or cruelty; and the failure due to circumstances without fault of the lover.

In the first case, if love be not merely a happiness, but a needful stage in growth, a spiritual lesson; then to shrink from it through any selfish or mean motive, is to forego a high experience, to shrink a responsibility. It is to lose the true meaning of life, and be a renegade.

This comes out in "Dis Aliter Visum." A French poet, fifty years old, bent, wigged, lame, but famous, and a young beauty, "round and sound as a mountain apple," are thrown together. Love springs up, but is quenched by his prudent reflections. She meets him ten years later; he has married a ballet-girl and she a *blasé* man of the world. Her judgment is that "he has lost two souls—nay, four." The two marriages are both profanations of real love; the four have all missed their life's lesson.

Again, still more clearly, if possible, is the same doctrine preached in "Youth and Art," of which the bitter playfulness, the colloquial-satiric style, is another example of Browning's lyric irony. It points the tragedy.

Two artists—Kate Brown, a singer, and Smith, a sculptor (the common names are a point: love with Browning is for all men, for the poorest and lowest, the same revelation)—live in a street in attics, close to each other. And in after years she asks him why they missed their true chance. Though she has married a lord, and he is a knight and an R. A., their lives are a failure. The happiness, the insight, and quickened spiritual pulse that would have come from the chequered struggle together, is lost,—and all that they have gained is too dearly bought by that loss. Nay, it is worthless; they have not even lived. The poet of *life* as well as of *love* finds a most telling and characteristic expression in that splendid paradox—"We have not sighed deep, laughed free, starved, feasted, despaired—been happy."

The doctrine of love comes still more markedly out in the poems which describe the second kind of failure, where failure is not the fault of both, but of one only. If the lover has loved, and has been defrauded of the return, the world gives him pity, and, at the most, condemns the levity or breach of faith in the other. Not so, says the poet. If he has made the self-surrender, and she at the last has turned aside, the loss is hers, not his. The upward step, the high lesson, he has taken and learnt; it is she who has failed. Doubtless, he has missed the daily advance in insight, the long united life, the perfecting of the lesson; but the essential lesson itself he has learned. He has taken all he could of the higher life; it is she who has rejected it. And so he is, in spite of all seeming, a completed soul, and she is the outcast and failure.

This is the point of a remarkable poem called "Cristina." There is no plot. She has drawn him on to love her, and then turns round and abandons him.

So again, in that powerful and tragic poem, "The Worst of it," the abandoned lover's deepest agony is the thought of the stain upon her soul, and the inevitable vengeance which awaits her. He entirely refuses to regard his own misery,—on the contrary (though he is wretched, as we see) "the worst of it" is just this, that the love which he has had returned for a brief time, the love which has filled his life and made him even *happy*, cannot save her from condemnation. He has had his uplifting; but she has shut the gate of heaven upon herself.

The deep bitterness is this: that he urges her to repent, and to win back her heaven,—and yet feels all the while that, if she does, it will be for her own sake, to save her own soul, and not for his sake; that is, that she will never undo the real wrong. And so he speaks with contempt, even of the heaven he urges her to win—

> "A place in the other world
> All glass and gold, with God for its sun."

And ends with the terrible lines—

> "I knew you once: but in Paradise
> If we meet, I will pass, nor turn my face."

The emotion and the thought, in my bald analysis, may seem overstrained and visionary; but such is the insight, the imaginative detail, the realistic power of the poet, that, as we read, we are wrought up to believe, and sympathize.

Of "Evelyn Hope" I need not speak in detail: for, first, it was read *in extenso* by Mr. Horton in his interesting paper last time; and secondly, it seems to me to stand altogether apart from Browning's love-poetry. It is a poem of unmatched sweetness and simplicity: but it is remote from reality; it is a dream, a fancy; it is unlike all other Browning poems, and not of this world at all. The two figures are not lovers, even in the most ethereal or ideal sense; he is thrice her age—"Perchance she scarce had heard my name,"—she has died with no thought of love. The picture of purity and sweetness, the bitterness of the death of beautiful and virginal youth,—the passionate fancy that the love which the sight of such a flower calls forth, is not for nothing, and shall find its meaning, in the far-hereafter,—these are the motives of this lovely poem. But, for all its loveliness, it is not *real,* and so lies outside our scope.

The last, and the best, and the highest of our poems is "Pompilia." The situation here is different from all those we have been examining. Like many of them, indeed, it is tragic; but it is a tragedy of altogether higher pitch than the others. The Love is purified here by innocence and misery and death; and there is no touch or trace of any thing earthly or selfish in it. It is all quite spotless and divine.

Read the last three pages of "Pompilia"—

> "He is still here . . . .
> And I rise."

It is not too much to say that poetry can hardly go beyond this. It is the rapture of unclouded faith, of unstained innocence, of unblemished love, at "that supreme of moments" when it passes from the very thick of the darkness into the full light of the new life. And the language is instinct with that highest power, the power of inspired simplicity. The noblest ideal, the deepest feeling, the most passionate and unearthly love, flow forth rightly in the speech of a child.

And observe, that this is the last perfection of the doctrine of love to which we have been listening. In one sense—in the lower sense—there is here failure. There is no life together, no fruition. There is no outward earthly love, confessed and exchanged and rapturous as in "Love among the Ruins" or "By the Fireside." But the fault is not with them, no cowardice prevents it, as in "Youth and Art," no selfishness, as in "Dis Aliter Visum," no incongruity as in "Evelyn Hope," no faithlessness as in "Cristina" and "The Worst of it." On the contrary, it is the very faithfulness and courage of their love that keeps them here apart and incomplete. But yet, in the highest sense of all, they are not apart even here: their love is even here completed. As in Tennyson's "Love and Duty," it is the very truth and purity of love that parts them, but their souls are united. In "Love and Duty," however, there is a struggle, a victory, and a wild farewell. The strain is higher here: there is no farewell, for their spirits are one for ever. And there is no struggle or victory, where is nothing to fight with or to conquer. Love is not a temptation nor a strengthening ordeal; it is an inspiration only. And so they can "wait God's instant men call years" with perfect trust and joy, and not even a wish that the instant may be shortened. Hereafter they will be, not united, but "found at length together like the angels."—*Journal of Education.*

"ON THE COURSE OF STUDY DURING THE SECOND STAGE FROM SEVEN TO FOURTEEN."

By F. G. Fleay, M.A.

The paper which I am about to read is an application in detail of the principles laid down by me in November last. It seemed to those then present that for the third stage of education little further explanation was required, but that for the second stage my proposals were too startling to be admitted without much closer examination, if not, indeed, too revolutionary to be admissible at all. I have therefore drawn up a fairly complete syllabus of the course that would be followed on the principles then laid down, and this syllabus I now proceed to explain. In order to still more fully ascertain how far I am unpractical or revolutionary, I sought for the most practical and sensible exposition that had been set forth on grounds of thoughtful experience, unbiassed by theoretic prepossessions, and yet not founded on mere traditionary rule. You will, I hope, agree with me that it would be hard to find an exposition more to my purpose than that of Mr. C. Bowen, given in this room, and published in the *Journal of Education*, January and February, 1881. I shall throughout the present paper test my own results by comparison with Mr. Bowen's. It is true that he confines his papers to Middle Class Schools, while I hold that the distinction of classes in education is an invidious, and unscientific arrangement, to be exterminated as soon as possible; but this fact will not interfere with the comparison of our results, seeing that the only important distinction between Middle and Upper Class schools lies in the teaching of Classics,—which subject will not enter (except negatively) into the present paper.

Those of you who were present in November will remember the principles laid down; that the order of instruction during the second stage was to be the inverse of that of the Sciences as laid down by Comte; that abstraction was to be avoided, and concreteness sought for; that the acquisition of fact-knowledge was to be preparatory to the scientific education of the third stage. In accordance with these principles, our first business must be to prepare for the study of Sociology. This preparation naturally falls into three divisions—History, Literature and Language. This accords with the traditional view, except that Literature has been looked on as an appendage of linguistic study, and is scarcely anywhere even yet differentiated from it as it should be. Directly, however, that we pass beyond this broad statement, and ask what Literature, what History, what Language should be taught, the divergence between the traditions of the schools and the scheme which follows from my theory is seen to be enormous. It is not possible, in a single paper, to do more than set forth what the scheme is, and I must therefore abstain from attempting to give reasons for the minor divisions of each subject. It is enough here to say that I try to follow the order in which the race has developed, believing that same order to be the true one for the development of the individual, and still more emphatically, to point out that, when I speak of the order of succession of subjects in this paper, it is only a necessary contraction for the succession in which subjects are to be introduced,—it by no means follows that the previous subject is to be dropped, because a new one has supervened; indeed, the termination of the extent to which any one subject should be pursued by any specific set of pupils, forms as important a portion of the schoolmaster's art as the making the plan for a house on a particular site does of the architect's. It does not follow, as some people suppose, that neither of these arts is founded upon science.

In History, then, I would begin with Legends: the stories of Romulus or Regulus, Theseus or Cyrus, Sampson or Joseph, would naturally lead to the next stage—the true stories of typical men carefully chosen from the greatest of their kind—Plutarch-heroes, so to say, only not of Rome, or Greece merely, but of the world. Then the story of our own country, not in dry lists and tables, but in well-selected typical events; then that of Europe, especially as connected with our own; then that of Rome and Greece; then that of other ancient nations. All these histories should be accompanied by reading books of travel, real or fictitious. Of course, I anticipate the objections, that this is impossible, that it is better to do a little (say our own country's history) well than a large amount badly, and so on. But I do not propose that any history is to be done well in the examiner's or school inspector's sense: I do not propose more than—nay, not nearly so much as—Mr. Bowen has found practicable; still less would I propose to introduce lessons on the miscalled science of Political Economy at this step of instruction. I believe it would be simply a preaching of the Gospel of Selfishness. I refer you to Mr. Bowen's other remarks (*Journal of Education*, p. 8,) for an able statement of the necessity for modifying our present system. Immediately after these remarks, you will find that he says, of the Historical and Commercial Geography of all countries except our own, "Anything like minute information should be left till some special occasion requires it." I go further, and say that this applies to our own country too. I reject Geography as a separate subject altogether; I relegate the explanation of the nature of plans and maps to the Drawing Master; the phenomena of Physical Geography to the Science Master; and would no more think of making a boy learn the statistics of foreign countries, or the name-lists of towns in our hand-books, than I would of making him learn genealogical tables or word-lists in a vocabulary. Let him never read history or travels without his map before him; let him be taught to use his map intelligently, and to know how and where to refer for statistical information when he wants it, and he will never require any special teaching in Geography at all.

For Literature I claim distinct recognition as an integral division of work throughout the course. I quite agree with Mr. Bowen as to the superiority of Poetry to Prose for our purpose; and as to the necessity of the work being done, from a literary, not from a critical, antiquarian, or grammatical point of view, I would introduce it in the following order of subjects:—Songs, Ballads, Narrative poems (like Scott's), Epics (not Milton, but the real great popular Epics—Homer, the Volsung and Niblung poems, Roland, the Ramayana, &c.), the Drama (which should form the transition to Prose), and finally Prose works by the greatest authors. I would not exclude really great translations, such as Fairfax's "Tasso" or Chapman's "Homer," but would chiefly use our own best poets. On this, as on other points, I shall not go over the ground where Mr. Bowen has so effectually treated it as to need nothing more than a reference to his excellent paper. He has saved me the necessity for making my own attempt intolerably prolix.

For Language I would, of course, begin with English, bearing in mind the order in which language must be acquired. First, Understanding of the speech of others. Secondly, Speaking intelligently and correctly. Thirdly, Reading the productions of others. Lastly, Writing one's own thoughts. Premature introduction of the last step is to be especially avoided. It should not come till the earlier stages in some foreign language have been passed through. The first foreign tongue to be acquired by English boys should certainly be French. I do not agree with Mr. Bowen that it should be the only one. There is plenty of time for German, if the historical English grammar, which is not needful for the generality of pupils, and is of little value unless pursued in a serious scientific way, be deferred, as it should be, to the third stage of education. As to the teaching of Latin (and still more of Greek) Mr. Bowen admits that even the special boys, for whom it is desirable, would not suffer by its being deferred till after the age of twelve (which differs slightly, if at all, from my place for it, after the age of thirteen, *i.e.,* in the third stage); and the only real difference between us is, that I do not admit the difference between first and second class schools; but prefer to substitute for these, schools of Instruction for the second stage, and of Education for the third, making my grades not of class but of age. Nearly all that he says on methods of teaching this subject is admirable, and all is worthy careful consideration.

All these subjects are to be looked on as preparation for the study of Social Science. They occupy, and must continue to occupy, a very large proportion of the total scheme of instruction, for these reasons:—Sociology is far behind other sciences; it has few general principles as yet established beyond dispute, and cannot therefore be treated deductively, as Mathematics or Astronomy can be; it embraces a vast range of phenomena, which have a continuous history, and are not the same now as they were thousands of years since, like those of Chemistry or Physics; it is the main ground for action as a citizen or a member of a family, and therefore is practically of the greatest interest. Nevertheless, the other sciences have also great importance, if not so great, and they also, in any rational scheme of instruction, must cease to be neglected in favour of acquiring the petty accuracies of orthographers and grammarians, as they are in our so-called first-class schools, or to be treated as mere accidental utilities, as they are in second and third-class schools. They form an essential portion of our intellectual food, and must be recognized as substantial dishes, not regarded as drugs, of which an alterative dose may with advantage be taken occasionally. The preparation for Natural Science will, on the principles laid down in my former paper, begin later than the preparation for Social Science; and will follow in the inverse order, commencing with preparation for Biology, *i. e.*, with Natural History, first of animals, then of plants, then of minerals. This Natural History must be concrete, not abstract; deal with individuals, not with classes; dwell on external characteristics, not on internal anatomy. Physiology forms no part of it—that belongs to the third or scientific stage; but everything concerning the habits of life, social or individual, of animals, the times of flowering of plants, the inter-relation of plants and insects, the geographical distribution of organisms and metallic ores, and the practical uses of the same, should, with much else too long to enumerate here, be included. Whatever can be known by inspection, in preference to what can be inferred from trains of reasoning, is the subject-matter of this preparation.

This should be followed by a course of Physical Geography, which, again, should be far more descriptive and less ratiocinative than is usually the case in teaching young pupils. Then, in due order, facts—not theories—in Chemistry, Physics, Mechanics (including the structure of simple machines,) and Astronomy. If these be properly chosen, they will bear largely on the future practical needs of life. They must be free from the specialist tendency to cram scientific theory (or, still worse, scientific hypothesis) into the mental stomach, that can only digest unelaborated facts; they must be free from the sporadic tendency of the so-called Object-lesson, to extend its tentacles in indefinite directions with the vague design of catching some food somewhere, no matter of what kind; they must be orderly and clearly arranged in linear series, as all education (being given under time-limitation) should necessarily be. Of course, the Object-lesson does not appear in my scheme. As a temporary device, adapted for a condition of things when schoolmasters were ignorant of Science, and the Latin Grammar, English Orthography, the Church Catechism and Ælia Lælia Crispis were the sole foundations of education, it was, perhaps, of some use, by way of getting people to see that their philosophy, however perfect as to the things in heaven, had not included in its dreams all the things in earth. But now the Object-lesson must be replaced by the lesson with an object,—with some aim more definite than the display of the teacher's ingenuity in stringing beads of all possible sizes, shapes, and colours on one weak thread, with the too frequent result that

> "When the thread breaks the beads will fall,
> And down come teaching. and teacher, and all."

The only other question of a scientific nature that concerns me here, is that of Arithmetic. This must necessarily form the first step in the education of the reasoning powers. The next step is that of Geometry and Algebra, which marks the division between my second and third stage. Fitness for Algebra and Geometry is therefore a point to be carefully looked for. This can be easily ascertained by the teacher of Arithmetic in its more advanced stage. When this point is decidedly reached, Scientific Education should begin. But it should be remembered that very many never reach it, and pass through life with enough reasoning power to make imperfect inductions from instance to instance, but nothing more. These are often very useful people, but they should not be regarded as in any sense scientifically educated. Every one who is incapable of training in mathematics, should (however great he may be considered as artist, leader-writer, or in these days as statesman) be looked on as outside the pale of truly scientific men.

Another important point concerning Arithmetic is, that it is usually pressed unduly on the very young. Progress in it is one of the few things the average parent estimates, and the average inspector understands. The temptation to cram is great, but it ought to be brought on very slowly, and always begun with concrete examples and small numbers. The Compound rules, so called, should precede the Simple ones, and numbers over 100 not admitted for some years, scarcely ever over 1000 in the second stage.

On the question of Natural Science preparation, you will see that I do not agree with Mr. Bowen. His opinion is, that we must choose those sciences only whose early stages afford the best training, which are immediately provocative of thought, rather than confined to the imparting of information. He does not set much store by Chemistry, for the learner has to make considerable advances in it, and to amass and remember a great deal of information, before it affords much exercise for thought. He goes on to tell us,—"Strange to say, *Chemistry has been, and is still, the most popular Science-subject—probably because of the information it imparts,*" *&c.* Exactly so; the boy of twelve or thirteen not having reached the stage at which the scientific education can advantageously begin, and being already more than sufficiently provoked to thought by the Historical English Grammar and the like, naturally and rightly prefers the subject which imparts most information to the more abstract study of Physics. He will, if given this study in a proper way, crave for the other afterwards; but, if educators will violate the order of nature, by provoking premature thought when they ought to be imparting information, they must not be surprised if nature revenges herself in her usual fashion, and demolishes their favourite hypothesis with unexpected results. I would recommend any one who believes in Mr. Bowen's thesis, to try a still earlier experiment, and see if the boy of nine or ten would not prefer Natural History even to the study "which I do not set much store by." On the other hand, see Mr. Bowen's own remarks on the Object-lessons, in which, among other most truthful and valuable dicta, he distinctly admits the value of information-lessons on "minerals, metals, animals and plants." He also recognises the value of science-lessons in Mechanics and Physics. He does not see that information-lessons (my second stage) should precede science-lessons (my third stage) in Mechanics and Physics, just as, in his own scheme, information on "minerals, metals, animals, and plants" should precede the scientific education in Chemistry and Biology, which he would omit in second-class schools, and I would relegate to the third stage in education. Perhaps, however, there may, after all, be less difference between us than appears on the surface.

We now come to a question that to me has presented great difficulty, namely, the order in which the Arts should be introduced. There are, however, numerous reasons for this order,—1. Music, 2. Painting, 3. Sculpture,—some of which I will proceed to lay before you. In the first place, a child learns to use its voice earlier than its hand with some degree of accuracy; it can and does produce melody, before it delineates form, however rudely: and this is what we should expect from comparison with lower animals, especially birds, whose power of voice are by no means contemptible, while they are entirely deprived of any pictorial capacity. In fact, without an instrument as perfect as the human hand, it is difficult to see how any such capacity could be exercised. Moreover, Music being concerned primarily with succession in time (one dimension), Painting with surface (two dimensions), and Sculpture with solid mass (three dimensions), the order of difficulty seems to be that here adopted. Of course, when Music is complicated by Harmony, and Painting by Perspective, their difficulties are largely increased; and hence it is that Sculpture, although naturally the latest in order of primary introduction, is the first to attain *full* historical development, while Music, on the other hand, is the first to begin but the last in attaining perfection. It was this apparent anomaly, that Sculpture culminated among the Egyptians and Greeks, while Painting had to await for the 15th century, and Music for the 19th, that gave me so much difficulty in settling this question of order. But no contradiction will be found if we remember that Counter-point is not included in the early Music, and that the early Painting is simply flat decoration. The sense of artistic colour developed quite in its proper place in the time series among the Persians and Japanese; and, although we know too little of the history of Music to pronounce definitely, I see no reason to doubt that Time-music and Melody reached their perfection before any other art; the excellence of the quantitative metres in Greek and Sanscrit confirms me in this opinion.

Besides these three primary arts, there are three others entitled to the designation of Fine Arts—Poetry, Dancing, and Architecture. Poetry is connected with Music and Language, Dancing with Pictorial Grouping and Music, Architecture with Sculpture and Painting. Hence I would class the Fine Arts thus:

Primary	*Secondary.*	
...	Poetry	Address to the Ear.
Music	...	
...	Dancing	
Painting	...	Address to the Eye.
...	Architecture	
Sculpture	...	

With regard to Poetry, enough has been said here under the head of Literature. The other arts I would introduce in the order now indicated. As to the method of teaching, I strongly recommend the careful study of Mr. H. Spencer's Tractate on Education. A few words on the last heads may be added. Of course it would not be possible, even if desirable, to teach technical Architecture. It is, however, quite practicable to give a course of lectures, illustrated by models and engravings, on national styles of architecture: it is also possible to show experimentally the laws of equilibrium, as illustrated by the Roman arch, the Gothic arch, and the Grecian lintel, the Catenary, and so forth. The Drawing-Lessons, properly conducted, would lead up to these lectures. They should begin with colouring outlines provided for the pupils, and pass on through Freehand (from models chiefly) to Practical Geometry. The object in Drawing should not be either to produce showy blottesques for framing in drawing-rooms, as rewards for vanity and sometimes for deceit; nor should it be the production of Ruskinian pseudo-photographs: but we should aim at the capacity to make such sketches as are useful in every-day life—more or less complete pictorial memoranda, rather than works of art. In Practical Geometry, on the other hand, rigid accuracy should be exacted; and the problems should be taken from the needful in practical life, not the fantastic rubbish too often sanctioned by our Art Schools. Such a course would lead to what I have ventured to call Sculpture. Of course, I do not desire to introduce modelling the human figure as a branch of general education. But there is much that should be taught that deals with extended solids, and all this I would include under this name. Models in clay to illustrate Physical Geography, models of Geometrical solids made from card-board, models of crystalline form cut out in soap, would all here find a place. Very much, if not all this "Sculpture" should be arranged by the Science Master, although carried out by the Art Master; and in like manner the Drawing, especially the use of colour, should be made available, for the illustration of the Science lessons, by giving the pupils the necessary maps or diagrams to prepare themselves. Wall-decoration, so prepared, is every way more valuable, than the most expensive and elaborate sheets purchased ready-made.

In connection with this subject I would urge the desirability of teaching children how to use ordinary carpenter's tools. How many people do we meet with who can tell you whether a brad-awl should be used across or along the grain of the wood, which side of the chisel should be towards the shavings, or what difference there should be in handling a saw during the up and down strokes. I do not find many who know how to use a gimlet or even a hammer.

With regard to the time to be devoted to school work, I believe that four hours per day is amply sufficient,—one hour for Language, one for Art and Literature, one for preparation for Sociology, one for preparation for Natural Science; and, as for the youngest boys this last item would be omitted, their work would be three hours a day. This is as much brain-work as a growing boy can bear without injury, and I believe a maximum result would follow from it. The enormous waste of energy in our present system, arises partly from mis-spent toil on spelling, grammar, geographical and historical statistics, &c.; but still more from the foolish notion that the capacity of brain-work is not as limited as any other course of energy in nature. This notion of the divinity and quasi-omnipotence of mind, which is supposed to be capable of acting independently of any material organ, has led us into our absurd system of competition, culminating in making every child a sort of Mississippi steam-boat engine with all sciences, languages, histories, and arts crammed, promiscuously into the furnace, and a couple of prognathous inspectors sitting on the safety-valves. Naturally, at some time, comes the inevitable end.

I trust that I need not remind those who have heard or read my paper of November last, that I have been hitherto speaking of the normal child existing in normal conditions. It may be necessary to say a few words of the deviations rendered necessary by the imperfect development of this normal state. This may exist in the child himself. He may be generally deficient in brain power, of an inferior type, unable to keep abreast of his fellows. In this not uncommon case he should be simply allowed to work with his younger compeers, and no efforts, useless because unnatural, should be made to force an impossible development; such efforts only defeat their own intentions, and leave the unfortunate subjects of them in a worse position than they would else have been—exhausted and incapable. Again, the pupils may be deficient with regard to some special branch of subjects—insensitive to music or colour, unsympathetic with history or literature. This kind of defect, like the former, is generally due to hereditary causes. I see no practical difficulty in it. The pupil simply learns less, and progresses more slowly. It is a more serious question whether special encouragement should be given to exceptionally high development in any one subject: I do not think there should in this second stage; but this paper it too long already to allow of my discussing the question here.

Other modifications will for a long time be necessitated by the external pressure of Parents, Examiners, and Legislators. Parents, as far as my personal experience extends, are amenable to reason, and, when they find their children making real progress, are usually willing to forego their prejudices. Time is the main remedy. It is otherwise with Examiners. Men, for the most part ignorant of Psychology and Physiology, skilled only in the niceties of Historical and Philological Grammar, inexperienced in practical tuition, bigoted and conceited, whose chief merit is some family connection with those who appoint them, or some intellectual speciality which has as much to do with education as it has with navigation, are too often commissioned to ascertain the merits or demerits of pupils taught, on a system into which they are too idle or supercilious to inquire, by men who, in all educational requirements, are far superior to those by whose verdict they have to stand or fall. I must not here anticipate the subject which will be largely treated, in subsequent papers. I can only say that, without an entire revolution in our examinations, I believe that a rational system of education is impossible in Schools subject to "foreign" examiners, and that it is to the influence of schools fortunately free from this retarding and mischievous hindrance that we must look for such a revolution to be produced. Still worse is the influence of Government Codes and Inspectors. Routine and fixity necessarily take the place of vitality and progress under their management. To them we are at this moment indebted for the enormous waste of energy demanded by their fetishes—orthography, grammar, geographical and historical statistics. The writings of H. Spencer and A. Comte ought to have enlightened the public mind on this point long ere this; but, as they have not, experience will. In ten years' time the intellectual results of a Governmental Board School system will be manifest and, I fear, the moral results also. But here again I feel that I am on ground dangerous to tread upon unless I had time for further examination. I can only urge you to read and ponder the words of those who alone, from the breadth as well as the depth of their studies, have a right to an authoritative utterance on these points, and not to be led away by specialists who, however great as vivisectionists and historical grammarians, are certainly not remarkable for that philosophical breadth of view which is the necessary foundation of all true educational system.

(To be continued.)

CORRESPONDENCE ADDRESSED TO THE EDITOR.

Sir,—I humbly request you to give an early insertion to the following few lines, which are intended to correct an inaccuracy that has crept into "The First Principles of Astronomy," by Professor Samuel Cooke.

At page 12 of the 2nd edition of this book, we read "The polar distance of a celestial object is its angular distance from the pole = complement of latitude" (Definition 39).

Here instead of "complement of latitude" we should have "complement of declination." A reference to any astronomical work will show the truth of what I say. For instance, see Goodwin's "Course of Mathematics," page 579, Definition 13 (Sixth Edition). This inaccuracy was found in the first edition, and I had expected to see it removed from this. Its reproduction is likely to puzzle many a pupil and teacher.

A TEACHER.

Thánâ, 2nd July 1882.

⁂ Technically our correspondent is right. But the declination of a heavenly object corresponds exactly with the latitude of the place beneath it.—Ed. *B. E. R.*

GOVERNMENT CENTRAL BOOK DEPOT.

List of New Books Received in the Government Central Book Depot, Bombay, from 16th May to 15th June 1882.

New editions published.

MARATHI.

	Rs.	a.	p.
Patavardhan's Description of the Poona Collectorate, 3rd Edition	0	1	0

New works published.

GUJARATI.

	Rs.	a.	p.
Balvantram's Kartavya Bhumiti; being a translation of Burchett's Practical Geometry	0	9	6

N. V. BAPAT,
Curator.

DEPARTMENTAL NOTICES.

NOTIFICATION.

The subjoined Government Resolution in the Education Department No 794, of the 23rd of May 1882, is published for the information of Educational officers in the Central Division.

T. WADDINGTON, Colonel,
Educational Inspector, C. D.

Poona, Office of the Educational Inspector, C. D.
14th June, 1882.

The past Service of Schoolmasters sent up for training.

No. 794.

EDUCATIONAL DEPARTMENT.

Bombay Castle 23rd *May* 1882.

Letter from the Government of India, Department of Finance and Commerce, No. 851, dated 5th May 1882—Stating, in reply to Government letter No. 532, of 11th April last, that His Excellency the Governor-General in Council has decided that schoolmasters in the Bombay Presidency transferred to Training Colleges for instruction shall not, by reason of such transfer, forfeit their claim to count previous service towards pension and leave.

Letter from the Government of India, No. 291, dated 12th May 1882—Inviting attention to the above letter, in reply to this Department letter No. 607, dated the 24th ultimo, soliciting sanction to the relaxation of the rule as to break in continuity of service in favour of five schoolmasters, named, who have applied for leave to attend the Poona Training College.

RESOLUTION—To be communicated to the Director of Public Instruction, with reference to Government Resolution No. 531 of the 11th ultimo, and his letter No. 661Γ of 28th March last.

2. The Financial Department should also be informed.

(Signed) C. GONNE,
Chief Secretary to Government.

Parcel-Post.

NOTIFICATION.

The subjoined Government Resolution No. 2087, dated 7th June 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
23rd June 1882.

Packing-Accounts: Postage on Packages despatched to India by Parcel-Post to be paid in India.

No. 2087.

FINANCIAL DEPARTMENT.

Bombay Castle, 7th June 1882.

Despatch from Her Majesty's Principal Secretary of State for India, No. 5 Financial (Stores), dated 4th May 1882:—

"In consequence of frequent complaints having been made of late, in returned packing-accounts, of the non-receipt of packages despatched by parcel-post, instructions having been issued that the charges for postage should no longer be prepaid in this country.

"2. The reasons for this step are explained in the accompanying copy of a report by the Director-General of Stores.

"3. The new system does not apply to presentation books, the postage on which will be prepaid as heretofore."

Report by the Director General of Stores, dated 18th April 1882, *above referred to.*

Frequent complaints having been made of late, in returned packing-accounts, of the non-receipt of packages despatched to India by parcel-post, the matter has been brought to the notice of the Peninsular and Oriental Steam Navigation Company, and papers on the subject are annexed.

The postage on parcels has hitherto been prepaid in this country. It has been pointed out by the Peninsular and Oriental Company that prepaid parcels are treated by the Indian Post Office as letters, and delivered at the addresses given without demanding a receipt; and they have suggested that in future the postage-charges should be paid in India, as a record is kept by the Post Office of unpaid parcels, for the purpose of verifying payment of charges, and it would thus be possible to prove the delivery of parcels by the fact of their having been paid for.

The adoption of this suggestion will not involve any additional expense, and will doubtless tend to secure due delivery.

In the case, however, of presentation copies of books, it will be desirable to pay the postage in advance as heretofore.

Arrangements have, therefore, been made by which no further charges for parcel-post will be paid in England, except in the case of presentation-books.

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat and all Heads of Offices for information.

J. MONTEATH,

Acting Under-Secretary to Government.

To all HEADS of OFFICES under the REVENUE, GENERAL and FINANCIAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices subordinate to them); the POST MASTER GENERAL; the MINT MASTER; the ACCOUNTANT-GENERAL.

Medical certificate of fitness for Service.

NOTIFICATION.

The subjoined Government Resolution No. 2120, dated 9th June 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
21st June 1882.

Medical certificate of fitness for service not necessary on the re-employment of an officer who was brought under reduction and received a compensation pension or gratuity.

No. 2120.

FINANCIAL DEPARTMENT.

Bombay Castle, 9th June 1882.

Letter from the Officiating Under-Secretary to the Government of India, Department of Finance and Commerce, No. 1216, dated 20th May 1882:—

"In reply to your letter No. 1677, dated 6th May 1882, I am directed to state that the Government of Bombay is right in holding that the medical certificate prescribed in Rule 2 under Section 102 of the Civil Pension Code is not necessary on the re-employment of an officer who was brought under reduction and received a compensation pension or gratuity; but that the certificate in question is necessary in the case of the re-employment of an officer who has regained health after obtaining an invalid pension."

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat and all Heads of Offices for information and guidance.

J. MONTEATH,
Acting Under-Secretary to Government.

To all HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the Secretariat; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices subordinate to them); the ACCOUNTANT-GENERAL; the MINT MASTER; the POST MASTER GENERAL.

Official Correspondence.

NOTIFICATION.

The subjoined Government Resolution No. 3842, dated 15th instant, Revenue Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
29th June 1882.

Official Correspondence: Interpretation of Rule 299 *of the Rules for Official Correspondence published at page* 60 *of the Indian Postal Guide*, 1882.

No. 3842.

REVENUE DEPARTMENT.

Bombay Castle, 15*th June* 1882.

Memorandum from the Survey and Settlement Commissioner, No. 609, dated 14th April 1882—Submitting for orders a letter No. 142, dated 6th April 1882, from Mr. A. S. Bulkley, Assistant Settlement Officer, Gujarát Revenue Survey, on the subject of the orders issued by the Accountant-General directing Mr. Bulkley to refund the value of the service-stamps used by him on a letter to the Accountant-General requesting to be furnished with a slip to enable him (Mr. Bulkley) to draw the additional allowance sanctioned for him in Government Resolution No. 1652, dated 11th March 1882; and stating it as his opinion that correspondence concerning the official salary of an officer cannot be considered as private, and that the provisions of Rule 299 of the rules for official correspondence cannot, in his opinion, be held to apply to it.

Memorandum from the Accountant-General, No. G.A.-573—M., dated 23rd May 1882—Submitting his report on the above; and requesting that he may be invested with authority to decide when an officer is entitled to use service-stamps and when he is not.

RESOLUTION.—Government concur with the Survey and Settlement Commissioner in thinking that correspondence concerning the official salary of an officer cannot be considered as private, and that the provisions of Rule 299 of the rules for official correspondence cannot be held to apply to it.

2. As the orders on the subject are sufficiently clear, Government do not see the necessity of investing the Accountant-General with authority to decide when an officer is entitled to use service-stamps and when he is not.

J. MONTEATH,
Acting Under-Secretary to Government.

To the SURVEY and SETTLEMENT COMMISSIONER; the ACCOUNTANT-GENERAL; the POST MASTER GENERAL, Bombay; all other HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; the FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH MAY TO THE 15TH JUNE 1882.

18th May 1882.—Mr. Hari Vinayak Rahalkar is appointed substantive *pro tem.* Eighth Assistant Master, in the Tanna High School.

18th May 1882.—Mr. Moro Waman Kirtane, B.A., is appointed substantive *pro tem.* Second Assistant Master, Dhulia High School.

18th May 1882.—Mr. G. N. Kelkar, B.A., is appointed substantive *pro tem.* Second Assistant Master, Nasik High School.

23rd May 1882.—Mr. Jhangimal Thawardas is appointed substantive *pro tem.* Third Assistant Master, Hyderabad High School.

23rd May 1882.—Mr. Digambar Dalaya is confirmed as Second Assistant Master in the Carwar High School.

25th May 1882.—Additional sick leave for a month is granted to Mr. D. K. Nariman, Acting 1st Assistant Master, Shikarpur High School.

25th May 1882.—Fifty-four days' sick leave is granted to Mr. Alikale Fredunbeg Mirza, substantive *pro tem.* Persian Teacher, Shikarpur High School.

26th May 1882.—Mr. Balkrishna Hari Hegde, Head Master, Pen, is appointed Second Assistant Deputy Educational Inspector, Khandesh Sub-Division, on probation.

29th May 1882.—One month's leave, without pay, is granted to Mr. Asharam Dalichand, Head Master, Morvi English School.

29th May 1882.—Twenty-six days' privilege leave is granted to Mr. Lakshmishankar Dewshankar, Head Master, Pahlanpur English School.

29th May 1882.—Eight months' extension of leave without pay is granted to Mr. Vithaldas Dhanjibhai, First Assistant Master, Rajkot Training College.

29th May 1882.—Mr. Arjan Nanji, Taluka Master, Mahuva, is appointed Taluka Master, Kundla.

29th May 1882.—Mr. Motichand Vasanji, Taluka Kundla, is appointed Taluka Master, Mahuva.

30th May 1882.—Eight months' leave, without pay, is granted to Mr. H. B. Jambhekar, substantive *pro tem.* Fourth Assistant Master, Belgaum High School.

31st May 1882.—Mr. Bulchand Khubchand, Fourth Assistant, Shikarpur High School, and Acting Sixth Assistant in the Hyderabad High School, is appointed Acting Fourth Assistant Master in the same School.

31st May 1882.—Mr. Teckchand Udhendas, substantive *pro tem.* Fourth Assistant, Hyderabad High School, is appointed Acting Fifth Assistant Master in the same School.

31st May 1882.—Mr. Jhamrai Manghumal, Eighth Assistant, and Acting Fourth Assistant Master in the Hyderabad High School, is appointed substantive *pro tem.* Sixth Assistant Master, in the same School.

3rd June 1882.—Three months' sick leave is granted to Mr. K. K. Garde, Fourth Assistant Master, Karwar High School.

10th June 1882.—Mr. Jhamandas Udhandas, substantive *pro tem.* Clerk, Hydrabad Deputy Inspector's Office, is appointed substantive *pro tem.* Clerk, Karachi Deputy Educational Inspector's Office.

10th June 1882.—Mr. Chanderam K. Lalwani, substantive *pro tem.* Eighth Assistant Master, N. J. High School, Karachi, is appointed substantive *pro tem.* Head Master Anglo-Vernacular School, Tando Adam.

13th June 1882.—Mr. Nilkhant Vinayak Chhatre, B.A., is confirmed as Third Assistant Master, High School, Poona.

14th June 1882.—Mr. Padmakar Damodar, F.E.A., is appointed Seventh Assistant Master, Dhulia High School.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
20th June 1882.

Bombay Educational Record.

No. 8.] AUGUST 1882. [Vol. XVIII.

THE MONTH.

THE Education Commission have issued the following notification regarding their examination of witnesses at Poona:

The President of the Commission and the Provincial Committee for Bombay will hold their first Session at Poona on Friday, September 1st, at 10 A.M. Evidence will be taken on the dates specified below in the Council Hall at Poona, unless the Council of His Excellency the Governor of Bombay should require the Hall, when due intimation will be given to the parties concerned. The examination will commence at 12 o'clock, and the meetings of the Commission for taking evidence will be open to the public and the representatives of the Press. The arrangements for the second meeting of the Commission in Bombay will be published hereafter. Witnesses or other gentlemen requiring information are requested to apply to Mr. Lee-Warner.

MEMBERS OF THE BOARD FOR BOMBAY.

The Hon'ble W. W. Hunter, C.I.E., President of the Commission.
H. P. Jacob, Esq.
W. Lee-Warner, Esq., M.A., C.S.
K. T. Telang, Esq., M.A., LL.B.

1st List of Witnesses for Bombay.

September 4th—Mr. Sorábji Shápurji Bengáli, C.I.E., J. P. of Bombay.
Mr. V. A. Modak, Head Master, High School, Poona.
Mr. Váman Prabhákar Bháve, Head Master, Native Institution, Poona.

September 5th—Mrs. F. Sorábji, Superintendent, Victoria School, Poona.
Mrs. Mitchell, Principal of the Female Training College, Poona.
Mrs. Ramabai Sanskrita, Training College, Poona.
Mr. R. G. Oxenham, M.A., Principal, Deccan

September 7th—The Rev. F. Ziegler, Representative of Basel German Mission, Dhárwár.
Mr. V. N. Phatak, Head Master, High School, Sátára.
The Rev. R. Hume, Representative of the American Mission, Ahmednagar.

September 8th—Mr. W. Wedderburn, C.S., Judge of Poona.
The Representative of the Poona Sárvajanik Sabha.
Ráo Sáheb S. V. Patwardhan, Principal, Training College, Poona.

September 9th—Mr. Bhujangráo K. Huilgole, Principal, Training College, Dhárwár.
Professor R. G. Bhándárkar, Professor, Deccan College.
Mr. V. S. Apte, Superintendent, New English School, Poona.

WE learn from the *Journal Officiel* that there are in the State schools of France 32,463 schoolmistresses and 49,201 schoolmasters. Of these only 198 women and 673 men receive a salary of £100 a year and upwards. In all, the salaries amount to about £3,000,000 sterling, and the Minister of Public Instruction refuses to propose any increase. The total of the Educational Estimates for 1883 reaches the large sum of 5½ millions sterling irrespective of the departmental grants. About half this sum goes to elementary instruction.

THE Rev. H. C. M'Cook has been studying the mode of constructing webs which prevails among the orb-weaving spiders, and he seems to have confirmed his previous opinions that the silk-line framework or foundation of their webs is laid in the first instance by the help of a current of air carrying the thread. In a great number of cases Mr. M'Cook observed the spiders passing from point to point by means of lines emitted from their spinnerets and entangled upon adjacent foliage. These mimic "wire bridges" were of various lengths, owing to the direction of the wind and the relative positions of the spider and the fixed objects around it. Lines of 2ft. to 4ft. were frequent; lines of from 7ft. to 10ft. occurred pretty often; one line had been measured for a length of 26ft., and in several instances they had been observed stretching across country-roads of from 30ft. to 40ft. in width. He had also observed some of these carried by the wind directly from the spider's spinnerets; had watched the entanglement; had seen the spider then draw the threads taut, and finally cross upon them. These air-laid bridge-lines were often used for the frames of the orb, though undoubtedly the foundations for these were also very frequently made as described by the Rev. O. Pickard (Cambridge), by the spider fixing its line to one spot, then traversing the distance to some other spot and then hauling in the slack. The observations of Mr. M'Cook show nothing like a deliberate purpose in connecting the point of occupancy with any special opposite point. The spiders seem to act in the matter very much at haphazard, but with a special instinct of the fact that such behaviour would secure available attachments. Many of the bridge-lines were evidently tentative, and were chiefly at the mercy of the breeze, although some observations seemed to indicate a limited control of the thread by manipulation. As a generalization from many observations Mr. M'Cook concludes that webs built in large open spaces are perhaps always laid out by bridge-lines, while in more contracted spaces the frame-lines are generally carried around and often a foundation is the result of both methods.

"ON THE COURSE OF STUDY DURING THE SECOND STAGE FROM SEVEN TO FOURTEEN."

(*Continued from p.* 162.)

Leaving, then, this not altogether pleasant and very imperfect indication of difficulties in our road, which I should not have touched on at all had it not been for the observations made in my former paper, I return to the general considerations which more immediately concern us now. Let us see to what results our general theory has led us. Physiologists are pretty well agreed in dividing human life into Infancy for the first seven years, Childhood for the next seven, Youth for the next, Manhood for an indefinite period, say still 63, and a final period of decay or Old Age. During Infancy the senses, perceptions, instincts, and actions which are destined to become instinctive or quasi-instinctive in mature life (such as walking, speaking, reading, and writing) should be developed, but, above all, the great principles of ethics. This I may call the receptive period, during which the infant mind is to a great extent passive, a sensitive film for the gathering impressions from without; a centre for giving back reflex-actions, and an accumulator of sensations and perceptions. The higher brain is sufficiently occupied with its own growth and has little energy to spare for reasoning functions. In Childhood the memory and the feelings attain a high development, but reasoning is chiefly in the stage of imperfect induction from particular instance to particular instance. This is often mistaken for real induction, and hence the tendency to introduce scientific study prematurely. I call this stage the simulative. It is really far more closely connected with art than with science. In Youth true reasoning is developed, first deductive, then inductive: I call this the discriminative stage. In Manhood all the preceding work is brought to bear on the practice of life. It is the time when the will and the imagination, whether artistic or scientific, comes into full play: I call it the productive stage. It is evident that at the beginning of this stage all that can be given educationally of the previous development of humanity should have been given, and that our University system of continuing the work of education beyond the age of 21, or thereabouts, by Fellowship Examinations and the like, is radically wrong. It arises from the inclusion in the course of study of much that is useless, not merely in Language (writing Greek Iambics for instance), or in Literature (see the passages from obscure fourth class authors set in Tripos Examinations), but in Science, even in Mathematics. The undue minuteness to which the Lunar and Planetary theories, and the higher Geometry, are investigated, give examples of what I mean. For we should never forget that all knowledge is relative, and that the value of all knowledge is relative also. Only in relation has knowledge any value. The cry of knowledge for its own sake is a false one. Knowledge is useful and good only as a ground of action, and only such knowledge as is useful for all should be included in general education. It is good for all that each should be a specialist; we need specialists in Greek and Sanskrit, in Astronomy and Geometry, in Engineering and Electricity. But the special education is not to be inflicted on any but the specialist, and it should not be given to him until he has attained the general training necessary for the comprehension of his own sphere. The sneers of physiologists at mathematical education, and the conceited assumption of superiority by artists and literary men over men of scientific learning, simply betray their ignorance and imbecility. Only in the few who combine culture of all kinds,—the morality which I claim as the universal groundwork in the teaching of infancy, which is also the culminating excellence to which science has yet to look forward; the art which I claim as the special training of childhood, which is also the accompaniment of all afterwork; the science which I claim as the special occupation of youth, which is also the necessary precursor of true work, whether of handiwork or of imagination;—only in them can the educator look for real guidance or effectual help.

Before concluding, I wish to state that, although I have spoken throughout this paper of the education of boyhood as a school education, I do this merely as a concession to our present imperfect sociological development. The true education of boyhood should be in his own home and given at his mother's hand. I believe the future homes and future mothers will make this possible. In any case, if education be a science (which I believe it is not), or can be based on science (which I am sure it can be), the fundamental scientific principles must be established. If those advocated in this paper be erroneous, I ask for a truer system or an alternative system to be compared with it. This society of ours assumes in its very title that education is a science; its most distinguished ex-President in his book, which occupied the society so long, assumes the same thing; yet neither in that book, nor in the work of the society, nor elsewhere, as far as I know, is there any attempt to base educational practice on this science; nor can I find any science on education properly so called anywhere formulated except in the writings of A. Comte. His law for the order of scientific education from the age of 14 to 21 I hold to be sufficient, and I have in this paper and its predecessor endeavoured to supplement this by a complementary law for preparatory education from 7 to 14. Of course, the application to details may require many modifications, but the main question is, "Is the law true?"

I append a tabular view of the scheme proposed in this paper.

AGE AT COMMENCING.	PREPARATION FOR NATURAL SCIENCE.	PREPARATION FOR SOCIAL SCIENCE.			ART.
		History.	*Language.*	*Literature.*	
7 to 8		Legends.	English: First Stages.	Songs.	Vocal Music.
8 to 9	*Natural History.* Animals.	Typical Biography. Travels.	French: First Stages.	Ballads.	Use of Colour.
9 to 10	Plants. Minerals.	History of England, &c.	Writing English.	Narratives.	Drawing. Dancing.
10 to 11	Physical Geography. Chemistry.	Modern Europe.	Writing French.	Epics.	Practical Geometry.
11 to 12	*Physics.* Heat. Light. Electricity.	Rome. Greece.	German: First Stages.	Drama.	Architecture. Use of Tools.
12 to 13	Gravitation. Mechanism.	Ancient Nations.	Writing German.	Prose.	Modelling.

Latin, Historical Grammar, and Mathematics are not included. Spelling should be reformed. Political Geography is included in History; Object Lessons in preparations for Natural Science; Repetition (optional) in Literature.—*Journal of Education.*

"ON THE TEACHING OF HISTORY IN SCHOOLS."

"As nothing teaches, so nothing delights, more than History."—LOCKE.

"The present state of things is the consequence of the former; and it is natural to enquire what were the sources of the good that we enjoy, or the evil that we suffer. If we act only for ourselves, to neglect the study of History is not prudent; if we are entrusted with the care of others, it is not just."—JOHNSON, *Rasselas.*

I DO not propose this evening to discuss the question of how an advanced student should proceed in the study of History, but one which is perhaps rather more personally interesting to us, the question as to how a teacher should deal with History as a school subject. Very much has been written and said on the former, very little indeed on the latter topic. Even in "Raumer's History of Pedagogy," that great storehouse of scholastic wisdom and experience, what is practically possible in schools is constantly being lost sight of, and though the article on "History" is sown thick with useful and interesting suggestions, no one singly complete course of schools is set forth. In an encyclopædia it is no doubt better that this should be so. Still, as a schoolmaster, I must say I feel the want of something a little more definite—something that will give me a little more practical help in arranging a curriculum. Mr. Fitch, too, in his admirable "Lectures on Teaching," makes many excellent suggestions as to the various points of History to which we should ensure attention, and pays me the compliment of referring with praise to the method I have been in the habit of employing for many years past. But we all know only too well that there are many more things, both pleasant and profitable, than any schoolmaster or schoolmistress can ever hope to find time for. Now-a-days, we do not half so much want to know what *might* be done with pleasure and profit, as what it would be *best* for us to do in the time at our disposal.

On approaching the consideration of any school-subject there are always two preliminary questions which must be put, and be answered, before we can advance with any confidence or hope of substantial profit. The first is, "What educational effect do I propose to produce by teaching this subject?" The second is, "How am I to use this instrument of education so as to produce the effect proposed to the fullest extent and as speedily as possible?" It will be my endeavour to answer these questions with regard to History.

"Histories make men wise," says Bacon, in his Essay *Of Studies*, and in that great plea for the advancement of learning, in which he makes History one of three great divisions of all human learning, he dwells strongly on the point that "the experience of one man's life cannot furnish examples and precedents for the events of even one man's life," and that the experiences of many lives are therefore necessary for the guidance of each one of us. "History," says Locke, "is the great mistress of prudence and civil knowledge"—the teacher, that is, of practical wisdom and knowledge of public affairs. It is indeed a lesson on *how to live*. It tells us what life on this planet of ours means, what are its possibilities, and what its everlasting impossibilities. "All the institutions of man," as Dr. Bridges observed the other day, "all his problems, his works, and his ways—all are growths. They have grown, out of something very simple and commonplace, into something very manifold and complicated. And what is true of all men's inventions and arts is true also of his institutions and laws and government. It is true also of his miseries and sorrows and crimes, and difficulties of every kind. None of these things came at once. They all grew, some slowly, some quickly, but none were created suddenly." The best way, the *only* way, to understand them, is to see how they grew. If the essential question for us all, the great thing that education has to teach, is *how to live*,—not in a mere material sense only, but in the fullest and widest sense,—surely then the study which gives us an insight into the springs, and results of human action, into the character of human institutions, into the nature of our fellow men—which displays to us the uses and duties of citizenship, the causes of human failure and human success, the possibilities of patient labour—which teaches us the right rules of conduct under varying and trying circumstances—which shows us how to use our faculties to the greatest advantage of ourselves and others—which, in a word, lays open before us the grand old story of man's life on earth, and how, step by step, he has been led from darkness into light, and still is being led,—surely this study is one which no instructor of youth can afford to neglect. It cultivates and improves the imagination and the judgment; it is the truest and firmest foundation for all morality and religion, and the very nursery of patriotism and of public and domestic virtue. None of the great nations of antiquity failed to perceive and to appreciate this; and, in the mind of that one which has had the greatest influence on the religious views of Europe, religion and national history were one and the same thing. The Jews, it is true, never rose to the conviction that God had made all nations of men for to dwell on all the face of the earth; but they at least held to the opinion, through good and through evil times, that one of the best ways to understanding the nature of God's governance of the world, and to gaining a sure guidance for a man's conduct to his fellows, was to be learnt by the study of the history of their own nations. No one who has even the smallest perception of what knowledge really is—what it consists in—and is unwilling to deny that knowledge is indispensable as a guide to humanity—will differ very greatly from the ancient Jew in this opinion; except that he will do away with the "most favoured nation" clause, and will extend his inquiry to the stories of the lives of all nations of men in all ages. History, then, I anwer to my first question, is the only sure means by which we may come to understand what life is, what are its duties and its possibilities of action, what are the causes of its successes, its sorrows, and its crimes. For this reason I would make History a part—and a large part—of the curriculum of every school.

How are we to bring this story of man before the minds of our pupils, so as to give them an insight into it and an interest in it? Are we to begin at the earliest dawn of tradition, and to work up, step by step, to the present time, toiling with patient feet through the every-day events of every age? In this way not even the longest-lived of us would find time to accomplish the story of even one nation,. It is not so that a painter, or novelist, or dramatist, approaches his work. Nor, indeed, when we come to look closely into it, does any historian. The painter does not crowd every small detail of a scene into his picture; a dramatist does not present to us the events of every hour of every day. Each seizes upon and depicts the striking characteristic features of his subject, and uses his details but to render these more readily realisable and connected: to give perspective and colour to the picture, the right significance, the right proportion, progress, and connection to the main actions, and events of the narrative; in short, to give the facts of the subject their right relation to one another, and, by making them correspond to something within the spectator himself—within his experience—to render them credible and intelligible, and interesting to him. Think, for instance, how Shakespeare deals with a story. Think how "the very age and body of the time," the very feature and heart of Macbeth, are shown to us and brought home to us in that wonderful play; how, in those few scenes and acts, we *live* through the long years of his life, from free-hearted gallant young manhood to desolate, desperate old age. To many of us Macbeth has a more real, complete, clear-cut existence than the men and the women we meet every day in the streets. Think of the way in which the great historical events pass realised before us in "Julius Cæsar" and "Coriolanus"; how the very air and life of Verona stir and breathe again in "Romeo and Juliet." I am not concerned here with Shakespeare's faithfulness to real historic fact, or with the accuracy of his antiquarian lore. I wish only to draw your attention to the method he—and every great artist—uses when he desires to call up before us, from out of the dark, the life of a city or of a man, or the flux and reflux, action and reaction, of large national events.

Again, how do we ourselves remember the story of our own lives, or the contents of any book we have read. Surely, not as a string or collection of details, but rather, may I say, as a heaven studded with brighter and less luminous stars, in some regions clustered thick, in some scattered and far apart. There may be—there are—other stars between, but they are too distant for us to see them, or at best they do but mark the sky with a dim milky-way. Only the special luminous points remain with us, and round these the details group themselves with more or less distinction. But, as long as the points are kept in our memory, there is possibility of calling up the past once more. When they disappear, the past is gone for ever.

Or yet, again, reflect on the way in which we acquire knowledge of any subject. Do we not, consciously or unconsciously, first gain certain fixed points of knowledge and interest, and then refer every new acquisition to these; adding to the number of central luminous points as we advance, and constantly filling up more and more the spaces between them with lesser lights—reversing, in fact, the very process of forgetting, the main points becoming fixed first, and disappearing last.

It certainly seems to me that there is no satisfactory, I might almost say no *rational*, method of teaching History but that of the dramatist, *viz.*, that we should choose out the main events, the great epochs only, as the really important foundation of our instruction, and, while gliding from one to another, merely introduce such minor information and picturesque detail as will serve to indicate the lapse of time, the growth of events, and the connection of one great scene with another—as will, in fact, render the story connected and intelligible. There is nothing superficial, or of the nature of "cram" in this. It is the method which nature and art both recommend to us, and which science teaches us to be right. Minor detail is, of course, important to the writer of history, and may be interesting to the antiquarian; but to none other than these and the very advanced student is it anything else than stale and unprofitable. Let us try and remember, if possible, that only a very small percentage of our pupils are destined to be students and men of learning in later life, and not foolishly waste our time, and what is still worse theirs, by laying foundations for edifices that will never be built, by commencing a Miltonic curriculum of education which even a Milton himself could never have accomplished. The mental activity and ability of a pupil will determine his success in after life—not the great dust-heap of mere fact which may cumber his memory; and hence activity and ability, rather than the mere accumulation of the details of knowledge, should be looked to as the one great object of the training we give at school. Some facts there must be with which to work, and the stock of these must be continually increased as our work proceeds and grows. But let them be no more than are really necessary for our immediate object, and let them be in themselves interesting, suggestive, stimulative—let them never get far in advance of the ability to use them, or appear in any way to rival that ability in importance. The mere piling together of those facts, which may possibly some day or other come in useful, is grievous waste of time, and sadly dulls the intellect. When the special occasion arrives the active and well-trained intellect will readily enough find out and acquire for itself the specially needed facts, and will have, in addition, the very decided advantage of knowing how to use them. But do not let me be supposed to urge that our destined scholars and men of learning should be despised and neglected. I have only tried to point out that they should never be our *first* consideration in any large public school; and that, even for them, minute detail is wholly unnecessary during their days of pupilage. Were I to have the teaching of a class of boys, all of whom were destined to pass their lives in the pursuit of learning and knowledge, I should employ for History, or any other subject, just the same method as for my other pupils,—with this difference only, that for them my foundations would be wider and deeper, and my rate of building slower. I should bear in mind, too, that for them, just as for the others, it would be by no means necessary that they should leave school and go out into the world with their memories filled with all the minor facts of History or any other subject; but that the one great thing needful would be, that they should enter life with the desire for knowledge fully awakened, and the power to acquire knowledge, fully trained and active within them.

The question that naturally rises next is, "Should the epochs be chosen from universal history, or from the history of our own nation?" Schools in England have, for the most part, decided in favour of the latter. The great classical schools alone have attempted any variation, in many cases neglecting English History entirely, and substituting for it the histories of Rome and Greece. On the Continent, the majority are decidedly in favour of at least beginning with national history; and but few, I believe, have followed the example of the well-known seminary school of Berlin, and started their curriculum with biographical sketches from universal history. A great many, however, branch out into something very like universal history, at some part or other of their course. I have not myself the slightest doubt that we should commence with the story of our own nation. The affairs which have the greatest interest for most of us are the affairs of our own family, and the affairs of our own nation certainly come next in interest. To care for the doings, the hopes, and the fears of long-dead Greeks and Romans, or even of living Frenchmen and Germans, requires a certain amount of appreciation of the abstract, which is quite foreign to the nature of young children. Those with whom they come in contact, who in any way influence their lives, who bear names familiar to them, or dwell or have dwelt at places they know, or know at least by name,—these are the people about whom children are most acquisitive, concerning whom they will make an effort to get information. Nor is the feeling wholly restricted to the very young. Their seniors possess it even more keenly, and daily devour apace volume after volume of "Memoirs," and "Recollections," and "Lives" and "Letters," and manage even to endure the offensive odour of the "Society Papers," for the sake of the stray cheese-crumbs of personal anecdote they may contain. This being so, and it being furthermore of the highest importance for the success of all teaching, especially when the pupil is very young, that the subject should be made to excite their wonder—"the seed of knowledge," Bacon calls it—and to kindle and keep up their inquisitiveness, it follows, as a matter of course, that we should always begin, if possible, with that part or aspect of a subject, which in itself, ere knowledge has had time to awaken its own interest, has power to promote the object we have in view.* In the teaching of History, we will commence with that of our own nation. But, though we *commence* in this way, I would urge most earnestly on all teachers that we should, as far as examinations will let us, take measures to ensure that we shall not *end* in this way. In other words, that we shall determine that, as far as in us lies, the history of other nations shall not be left out of our course of History teaching; that, at the worst, our teaching shall send our pupils out into the world with some glimmerings of a knowledge of the main currents of European affairs, and a very real desire to know more. Every day it is becoming more and more impossible for us to sit with any complacency, or even safety, within our narrow streak of sea, and indulge a lazy imagination with silly stories of frog-eating Frenchmen, and melodramatic bandit Italians. Every day commerce and thought are drawing the nations of the world closer and closer together, and are rendering a knowledge of one another more and more necessary for all. And who would ever dream that he possessed any real knowledge of a nation, who was ignorant of its past? On the mere grounds of practical utility and political common-sense, some slight knowledge, at least, of the people who live without our four seas has become necessary, even for those who never dream of aspiring to a place in national councils. And what shall I say of the necessity of such knowledge for those who desire to take large views of life, and are anxious to gain some insight into the meaning of humanity? Or what of the priceless benefit to our hearts and minds, to be derived from this wider view of God's world, and this more intimate acquaintance with the aims and achievements of our fellow-men? I am sure that no one can honestly think over the matter, and fail to see that he who knows, however minutely, the history of one nation only, properly speaking, knows no history at all.

I would urge, then, that we should begin the teaching of History by dealing with that of our own nation; but that we should so deal with it as to excite in our pupils a desire for a wider knowledge of mankind, and should do all in our power, as far as time will permit, to feed that curiosity by giving them, in the later periods of their school life, a few glimpses at least at the great events of the world's history.

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* On the fixing of ideas in the memory by their pleasurableness, see *Locke, Human Understanding*, Bk. ii., ch. 10.

I do not think that we should, at any rate with the young, begin with the events of to-day, and work thence gradually back into the past. The events of to-day are too complicated, too unfinished, too out of perspective, for even grown men to properly appreciate their value and meaning. Every day new scenes in the drama are being brought upon the stage, which dwarf into insignificance what seemed so important yesterday, and bring into sudden importance occurrences which passed by almost unnoticed. And children do not care for so incomplete and shifting a tale; they want something with clearer outlines, and a more decided beginning and end; something which is not so sore a tax on their understanding and imagination. Still, I would always have the teacher of History, especially with his elder pupils and when dealing with foreign affairs, thoroughly alive to the great questions of the day, and guided by them, as far as can be, in his choice of the great events of the past with which he means to deal. In planning his lessons, he should himself work backwards from the present to the past. But, in teaching his pupils, he should lead them forwards from the past to the present. Advanced students should, no doubt, follow the course of the teacher, and work backwards. But I am not now dealing with advanced students, but with school-boys and school-girls.

(*To be continued.*)

BOOKS RECEIVED.

The Editor acknowledges with thanks the receipt of the following publications:—

1. The Seventh Report of the working of the Gokhaldas Tejpal Charities from January 1st to December 31st, 1880.
2. Journal of the Native Indian Association for June, July and August.
3. Bengal Magazine for April, May, June and July.
4. Madras Journal of Education for October and November 1881.

DEPARTMENTAL NOTICES.

Agricultural Experiments.

NOTIFICATION.

The subjoined Government Resolution, Revenue Department No. 4094, dated June 24th 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
3rd July 1882.

Agricultural Experiments: Potato-Cultivation.

No. 4094.

REVENUE DEPARTMENT.

Bombay Castle, 24th June 1882.

Memorandum from the Commissioner, C. D., No. R.-2229, dated 20th May 1882—Submitting, with his remarks, a letter No. 2534, dated 26th April 1882, from the Collector of Poona, who encloses a report, dated the 5th idem, from the Superintendent, Botanical Gardens, Ganesh Khind, on the cultivation of the Scotch Champion disease-resisting potatoes.

RESOLUTION.—The papers should be printed and circulated to the Superintendents of the two Model Farms and to the Collectors generally for communication to persons interested in, or likely to be profited by, the information they afford.

J. MONTEATH,
Acting Under-Secretary to Government.

To the COMMISSIONER, C. D.; the COMMISSIONER, N. D.; the COMMISSIONER, S. D.; the COMMISSIONER in SIND; all COLLECTORS, including the COLLECTORS and DEPUTY COMMISSIONERS in SIND; the SUPERINTENDENT, MODEL FARM, BHADGAON; the SUPERINTENDENT, MODEL FARM, HYDERABAD in SIND; the HEAD MASTERS of the HIGH SCHOOLS at DHULIA, NASIK, AHMEDNAGAR, SHOLAPUR, BELGAUM, NADIAD, BROACH, SURAT and HYDERABAD; the PRINCIPAL, COLLEGE of SCIENCE, POONA; the DIRECTOR of PUBLIC INSTRUCTION. With copies of the papers.

No. 2534 of 1882.

To E. P. ROBERTSON, ESQ., Commissioner, C. D.

Poona, 26th April 1882.

SIR,—With a view to improve the stock of potatoes which are largely grown in this district I (at your suggestion) imported from Messrs. Carter & Co. 1½ tons of Scottish champion potatoes. These were received in Poona in fifteen boxes in November 1881, and were forwarded by the Acting Collector, Mr. Campbell, to Mr. Woodrow, who was requested to open the cases and to note carefully the state of their contents, as it was suspected from the unpleasant smell about the boxes that the potatoes must have rotted.

On examining the boxes of seed potatoes Mr. Woodrow found only 175 lbs. weight in fair condition for seed. These were divided into five lots each containing 35 lbs., and distributed as detailed below:—

1 lot was retained by Mr. Woodrow for cultivation in the Botanical Gardens,
2 lots were sent to the Mámlatdár of Junnar,

1 lot was sent to the Mámlatdár of Khed,
1 lot was sent to the Mámlatdár of Sirur,

with instructions to open and spread out the contents in a dry airy place and to put them into the hands of experienced cultivators as soon as possible.

The results of the experiments undertaken by the above-named officers will be seen from the accompanying statement.

Specimen produce of the Scottish champion potatoes is herewith sent in a basket for your inspection.

A detailed report by Mr. Woodrow is also enclosed.

In reply to a communication describing the state in which the consignment arrived and making some remarks on the packing, Messrs. Carter & Co. state as follows:—

> "We are duly in receipt of your letter bearing date November 29th and note its contents.
>
> "We are sorry we must respectfully decline to accept the reflection in regard to the packing which Mr. Woodrow would cast upon us. It is clear the potatoes were stowed low in the hold and must have gone through a process of baking.
>
> "No one can regret the unfortunate circumstance more than ourselves, but as to blaming the packing this we cannot entertain, as they were packed in a most approved manner and precisely similar to what we are in the habit of sending many large consignments out.
>
> "As regards the system of packing it is suggested we should have adopted, unless specially instructed we should hesitate to incur *such a heavy proportion* as will necessarily be attached."

The sample sent is quite equal if not superior to the seed supplied. The outturn is very low, but it should be remembered that the seed supplied, although fit to grow, could not be considered good, as it had been subjected to a strong fermentation on the voyage.

The result of the experiments made cannot on the whole be looked upon as favourable. The outturn of the Scottish champion potatoes having been served for cultivation in the ensuing season it is hoped that fresh experiments will be attended with better results.—I have, &c.,

J. MOORE,
Collector.

Report on Cultivation of Scotch Champion Disease-Resisting Potato.

The seed potatoes arrived here on the 16th November 1881 in such bad condition from the effects of the voyage, that of 1½ tons despatched I could only select 175 lbs. which I thought fit for seed. Of this quantity 35 lbs. were retained here and laid out in a dry airy place to arrest decomposition and 'sprout'; during ten days of this treatment further decay reduced the quantity, I thought fit for planting, to 30 lbs.; but as these tubers were new and had cost a large sum of money, I planted many that in ordinary circumstances would have been put aside as untrustworthy.

2. The soil planted was the alluvial formation on the banks of the Mula, manured with ashes and town sweepings, and irrigated at the rate of 80 tons per acre weekly.

3. The 30 lbs. seed-tubers were planted as under :—

12 lbs. 8 oz. in ordinary sets .... = 660 sets.
7 „ 0 „ in large sets.................... = 280 „
8 „ 5 „ whole potatoes .... = 115 „
2 „ 0 „ in ordinary sets planted in small pots to be planted out when sprouted .... = 98 „
0 „ 3 „ one tuber in a pot to be cut up when sprouted .... = 1 „

30 lbs. 0 oz.

4.

	Planted.	Sprouted.	Weight of sprouted by proportion.
Ordinary sets	660	445	8 lbs. 1½ oz.
Large sets	280	210	5 „ 4 „
Whole sets	115	95	6 „ 14 „
Ordinary sets in pots.	98	94	1 „ 14 „
One tuber	1	1	0 „ 3 „
		Total sprouted...	22 lbs. 4½ oz.

5. The crop was lifted on 17th March 1882 :—

8 lbs. 5 oz. ordinary sets gave	36 lbs. 5 oz.
5 „ 4 „ large „	28 „ 6 „
6 „ 14 „ whole „	24 „ 5 „
2 „ 0 „ ordinary sets sprouted in pots and afterwards planted out	18 „ 0 „
0 „ 3 „	2 „ 0 „
	109 lbs. 0 oz.

6. Of 50 cuttings, taken from the tops and "struck" on a hot bed, 32 are still growing, and will probably add 10 lbs. weight to the total produce.

7. The area planted was 256 square yards: this gives the weight per acre at 18 cwt. 1 qr. 16¾ lbs., or if the seed had sprouted as ordinary seed would do, at 1 ton 4 cwt. 3 qrs. 2 lbs. To get a fair average per acre 50 per cent. should be added to this weight for the unnecessary distance the plants were apart.

8. These results should not be taken as determining the character of this potato; the seed arrived in *very bad order*, was planted one month later than the most favourable season. Yet as the seed had been but lately harvested in Europe, it was not ready to sprout and had to be 'forced,' an operation which always gives a diminished yield.

9. The high proportion of germinated sets obtained by planting in small pots shows that the tubers had been weakened sufficiently by the fermentation on the voyage to prevent a considerable proportion from sprouting under ordinary field culture.

10. The plants struck from cuttings point out a ready means of bringing the growing seasons of the tubers into unison with our most favourable growing time and of rapidly increasing stock of desirable varieties.

11. In appearance these tubers are not better than sorts previously cultivated. I have cooked three of them and cannot recommend them for table.

12. When planting the "champion," I was very anxious to compare the sort with varieties long acclimatised, but as the planting season was past I had great difficulty in getting any seed, and at last had to plant very poor tubers that had been harvested about two months before, and thus were in almost parallel condition with the "champion" seed. On the 5th December 1881, 78 lbs. of bazár potatoes were planted on 315 square yards of the same soil as the champions, and were treated similarly as regards manure and water.

13. The crop was lifted on 26th March, and gave 313 lbs. = 2 tons 2 cwt. 3 qrs. 21 lbs. per acre. Among these two distinct sorts appear, one of which closely resembles Magnum Bonum both in tuber and foliage.

14. Specimens are sent herewith.

15. It will be understood that no reference is made here to the eight varieties of potatoes received on the 28th January, under Government Resolution No. 7692, dated 19th December 1881, Revenue Department; all the varieties received at that date are growing well, and among them are a few of the Scotch champion disease-resisting potatoes.

G. Marshall Woodrow,
Superintendent, Botanical Gardens.

Ganesh Khind, Poona, 5th April 1882.

Statement to accompany Poona Collector's letter No. 2354, *dated* 26*th April* 1882.

Name of Village.	Quantity of seed received from Poona.	Deduct quantity damaged.	Quantity sown.	Outturn in lbs.	Area planted.	Name of Cultivator.	Remarks.
1	2	3	4	5	6	7	8
	lbs.	lbs.	lbs.	lbs.	gunthás.		
Taluka Khed.							
Dondi	35	17½	17½	98	1½	Genu bin Sankru Barne.	
Taluka Junnar.							
Nirgude	70	38	32	96	...	Sáluji Punjáji.	
Taluka Sirur.							
Talegaon Dhamdharé.	17½	7½	10	56	1	Dulbaji bin Satváji Mâli.	
Sirur	17½	7½	10	80	1	Yellapa Yelshet Kamati.	
On the banks of the Mula River, near Poona.	35	5	30	109	256 square yards.	Mr. G. M. Woodrow, Superintendent, Botanical Gardens, Ganesh Khind.	32 cuttings are still growing and will probably add 10 lbs. weight to the total produce.

J. MOORE,
Collector of Poona.

No. R.-2229 OF 1882.

REVENUE DEPARTMENT,

Submitted to Government. *Mahábaleshvar*, 20*th May* 1882.

2. The potatoes are not very good, but it is most probable that the next year's sowing will give some more satisfactory results.

3. It is very clear that potatoes for shipment to this country as seed require more careful packing than those sent out by Messrs, Carter and Sons.

4. As regards the packing of seed potatoes for this country, attention is drawn to paragraph 8 of Mr. Woodrow's letter of the 17th November 1881, forwarded to Government with this office No. R-74, dated 7th January 1882.

5. I have just seen Mr. Pratt, the Collector of Sátára, and he informs me that the potatoes sent out by Mr. Webb at the order of

Mr. Nugent, the Acting Collector of Sátára, for planting at Mahábaleshvar, also arrived in very bad condition.

6. The fact that potatoes can be propagated from cuttings from the tops and struck in a hot bed is a point of great importance which should be made generally known.

E. P. ROBERTSON,
Commissioner, C. D.

Preservation-List of Office-Records.

NOTIFICATION.

A revised List showing the time Office-Records should be preserved is published below for the information of Educational Officers in the Central Division.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
5th July 1882.

Statement showing the number of years for which Office-Records should be preserved by the Educational Inspector, Deputy Educational Inspectors, and the School-Masters.

Description of Records.	Years for which Records are to be preserved.
1. Standing Orders of the Department	All years.
2. Monthly Returns of Schools	Two years.
3. Correspondence finally disposed of	All years.
4. Casual-Leave Returns	Two years.
5. Past Service Statement received from Masters	All years.
6. Inward and Outward Files (Awak and Jawak)	Ditto
7. Daily-Account Book	Ditto
8. Inspection-Reports	Five years.
9. Returns of Dead Stock Articles and Library Books	All years.
10. Annual Report	Ditto
11. Service-Books	Ditto
12. Register of Masters	Ditto
13. Quarterly Statement of School-Charges	Ten years.
14. Detailed Lists of Fee and other Receipts	All years.
15. Statement of Examination-results showing the names of boys and the marks obtained by them in different subjects	Ten years.
16. Employment-Returns	All years.
17. Bill-Files	Ditto
18. Abstracts and Leave-Returns of Vernacular School-Masters	Ditto

Description of Records.	Years for which Records are to be preserved.
18*a*. Local Fund Budgets	All years.
19. Annual Tables	Ditto
20. Return of Permanent Appointments and Transfers	Five years.
21. Quarterly Register of unanswered references...	Two years.
22. Annual Statements of Establishments paid from Provincial and Local Funds	Ditto
23. Indents for Books, Furniture and Prizes to Vernacular Schools	Ditto
24. Returns showing Estimated Amounts required for Annual Repairs to School-houses	Ditto
25. Returns of Indigenous Schools	Five years.
26. Returns of Capitation and Proficiency-Allowances	Ditto
27. Indent for Stationery	Two years.
28. Indents for Standard Forms	Ditto
29. Return of Educational Directory	Two years.
30. Return of Employés who have reached the age of 55 years	All years.
31. Registers of 1st and 2nd Class Certificates for public service	Ditto
32. Government Gazette	Ditto
33. Marathi correspondence finally disposed of	Ditto
34. Duplicate copies of Vouchers and Bills, &c......	Ditto
35. Half-yearly returns of High and Anglo-Vernacular Schools	Ditto
36. Account of Service-Stamps	Three years.
37. Account of Stationery	Ditto
38. Prize-Lists	Ditto
39. Monthly Return of Teachers' attendance	Ditto
40. List of Dead Stock of Vernacular Schools	Two years.
41. Estimate and Allotment-Returns	Ditto
School Records.	
42*a*. General Register, No. I	All years.
43. Register of Daily Attendance, No. II	Ditto
44. Class-Register, No. III.	Five years.
45. Dhadepatrak, No. III A	Ditto
46. Register of Dead Stock, No. 4	All years.
47. Register of Books and Maps, No. 5	Ditto
48. Monthly Returns of Schools, No. VI	Ten years.
49. Register of Local Fund Certificates, No. 7	All years.
50. Batawade Patrak, No. VIII	Ditto
51. Annual Returns of Schools, No. 9	Ditto

Description of Records.	Years for which Records are to be preserved.
52. Jawak Barnishi (Outward Register, No. 10) ...	All years.
53. Awak Barnishi (Inward Register, No. 11)	Two years.
54. Estimates of Annual Repairs, No. 12	All years.
55. Applications for Leave, No. 13	Ditto
56. Challans of Fee and other Receipts	Ditto
57. Visitors' Books..	Ditto
58. Standing Orders of the Department...............	Two years.
59. Time and Study-Tables	All years.
60. Daily Accounts, if any	
61. Receipt-Books of Circulars sent to Village	Ditto
School-Masters	Ditto
62. Copies of Examination-results of Schools.........	Two years.
63. Employment-Returns of Taluka Peons	
64. Receipts of Monthly Returns sent to Taluka	One year.
Masters	All years

T. WADDINGTON, Colonel,
Educational Inspector, C. D.

Preservation-List of Office-Records.

NOTIFICATION.

A revised List showing the time Office-Records should be preserved, is published below for the information of Educational officers in the Northern and Southern Divisions.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
5th July 1882.

Statement showing the periods for which Office-Records should be preserved in the Northern Division.

Description of Record.	Years for which Records are to be kept.
I.—*Offices of Inspector and Deputies.*	
Standing Orders of the Department..........................	All years.
Correspondence finally disposed of.........................	Do.
Annual Reports on the State and Progress of Education..	Do.
Index of Inward and Outward English letters	Do.

Description of Records.	Years for which Records are to be preserved.
Register of Office Dead Stock and Library Books, Maps, &c.	All years.
	Do.
Past Service Statement (Divisional Directory)	Do.
Service-Books	Do.
Bills and Audit Files and Correspondence relating thereto	Do.
Government Gazette	Do.
Register of 1st & 2nd Class Public Service Certificate	Do.
Daily Account Book (Ledger and Receipt Books)	Do.
Registers of Inward and Outward Gujarati correspondence (Awak and Jawak files)	Do.
Gujarati correspondence finally disposed of	Do.
Annual Returns.	Do.
Quarterly Statements of Changes in School Charges.	Do.
Abstracts and Leave Returns of Vernacular Schools.	Do.
Duplicate Vouchers (duplicate copies of Bills of every kind)	Do.
Returns of Fines inflicted on Subordinates	Do.
Employment Returns of Inspector	Do.
Ditto of Deputies and Sub-Deputies.	Do.
Inspection-Reports and Examination Returns of Schools in Agencies	Do.
Half-yearly Returns of High and Anglo-Vernacular Schools	Do.
Annual Statement of Establishments paid from Provincial Funds	5 years.
Annual Statement from Local Funds	Do.
Indents for Standard Educational and General Forms as well as forms to be printed locally	Do.
Quarterly Statements of State of Schools	Do.
Accounts of Service-Stamps	3 years.
Do. of Stationery	Do.
Prize-List	Do.
Monthly Returns of new Appointments and Transfers.	Do.
Do. of Teachers' Attendance	Do.
Fee-Statements	2 years.
Monthly Returns of Vernacular Schools	Do.
Casual-Leave Returns	Do.
Past Service Statements received from School Masters	Do.
Papers of Examination—Results of English and Vernacular Schools	Do.
Statement for the Departmental Directory	Do.
Annual Returns of Employés who have attained the age of 55 years	Do.

Description of Records.	Years for which Records are to be preserved.
Quarterly Statements of Unanswered References ...	All years.
Time and Study-Tables	Do.
List of Dead Stock of Vernacular Schools	Do.
Indents for Books and Furniture	Do.
Estimate and Allotment Returns	Do.
II.—Schools.	
Standing Orders of the Department	All years.
Inward and Outward Files (Awak-Jawak)	Do.
Daily-Account Book, if any	Do.
List of Furniture, Books, &c., ...	Do.
Registers	Do.
Visitors' Book	Do.
Receipt Book of Fees sent to Taluka Masters	Do.
Do. of Circulars sent to Village Masters by Taluka Masters	Do.
Copies of Examination Results of Schools	Do.
Time and Study-Tables	2 years.
Catalogues..	Do.
Leave-Returns (leave granted to Assistants)	Do.
Employment-Returns of Taluka Peons	Do.
Certificates of Cess-payers	Do.
Annual Returns	Do.
Receipts of Monthly Returns sent to Taluka Master.	1 year.

E. GILES,
Educational Inspector, N. D.

The same List, with the addition mentioned below, is sanctioned for the Southern Division.

Description of Records.	Years for which Records are to be preserved.
Local Funds Budgets and Correspondence relating thereto	5 years.

W. A. RUSSELL,
Educational Inspector, S. D.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH JUNE TO 15TH JULY 1882.

16th June 1882.—Mr. R. B. Bhagwat, B.A., is appointed Acting Second Assistant Master, Poona High School, in place of Mr. K. N. Sane, B.A.

16th June 1882.—Mr. B. N. Nabar, B.A., is appointed Fourth Assistant Master in the Poona High School, *vice* Mr. Atre, B.A.

16th June 1882.—Mr. B. P. Karandikar, B.A., substantive *pro tem.* Third Assistant Master, Belgaum High School, is appointed Fifth Assistant Master, Poona High School, *vice* Mr. Nabar.

16th June 1882.—Mr. R. D. Phadke, B.A., is appointed Sixth Assistant Master, Poona High School.

16th June 1882.—Mr. Annaji Ramchandra Atre, B.A., is appointed Head Master of the Miraj English School.

17th June 1882.—Six months' sick leave is granted (in lieu of the three months' privilege leave before granted) to Miss Morris, Assistant Lady Superintendent, Female Normal School, Poona.

20th June 1882.—Mr. Gopal Vinayak Thaskar is appointed Acting Fourth Assistant Master, Tanna High School.

22nd June 1882.—Mr. Harilal H. Dhruva, B.A., is confirmed as Fifth Assistant Master in the Surat High School.

22nd June 1882.—Mr. Nagindas L. Dalal is confirmed as Eighth Assistant Master in the Surat High School.

23rd June 1882.—Mr. K. S. Masurkar is appointed substantive *pro tem.* Third Assistant Master, Dharwar High School, *vice* Mr. Jaglekar, resigned.

23rd June 1882.—Mr. A. R. Jalihal is appointed substantive *pro tem.* Fourth Assistant Master, Dharwar High School, *vice* Mr. Masurkar.

23rd June 1882.—Mr. R. K. Pande is appointed substantive *pro tem.* Fifth Assistant Master, Dharwar High School, *vice* Mr. Jalihal.

23rd June 1882.—Mr. S. S. Pathak is appointed substantive *pro tem.* Seventh Assistant Master, Dharwar High School, *vice* Mr. Pande, promoted.

23rd June 1882.—Mr. K. S. Kale is appointed substantive *pro tem.* Ninth Assistant Master, Dharwar High School, *vice* Mr. Pathak.

23rd June 1882.—Five months' leave, without pay, is granted to Mr. M. D. Joshi, substantive *pro tem.* Fifth Assistant Master, Sholapur High School.

23rd June 1882.—Mr. Gopal Narayan Tuljapurkar is appointed substantive *pro tem.* Fifth Assistant Master, Sholapur High School.

30th June 1882.—Twelve months' leave, without pay, is granted to Mr. C. A. Mudliar, Agricultural Teacher, Sholapur High School.

30th June 1882.—Mr. Dinkar Ramchandra Naik is appointed substantive *pro tem.* Agricultural Teacher, Sholapur High School.

30th June 1882.—Mr. D. M. Pandit is confirmed, from the 7th March 1882, as Sanskrit Teacher in the Kalyan First Grade Anglo-Vernacular School.

1st July 1882.—Four months' leave, without pay, is granted to Mr. R. T. Patwardhan, Seventh Assistant Master, Tanna High School.

1st July 1882.—Mr. Vasudeva Vinayak Pandit is appointed substantive *pro tem.* Seventh Assistant Master, Tanna High School.

4th July 1882.—Mr. Ganu Subhana Sinde is appointed temporarily Gymnast in the Tanna High School.

6th July 1882.—Mr. S. R. Datar is confirmed as Sanskrit Teacher in the Tanna High School.

7th July 1882.—Mr. Ibrahimkhan Ismaelkhan Pathan is appointed Assistant Master Anglo-Hindustani Class, Poona Camp First Grade Anglo-Vernacular School.

8th July 1882.—Mr. G. B. Patwardhan is appointed Head Master, Jagannath Sankersett School, Bombay.

8th July 1882.—Mr. B. Y. Kerur is confirmed as First Assistant Deputy Educational Inspector, Dharwar.

11th July 1882.—Mr. W. K. Vaidya, Assistant Deputy Educational Inspector, Ahmednagar, is appointed Assistant Deputy Educational Inspector, Tanna.

11th July 1882.—Mr. V. K. Godbole, Assistant Deputy Educational Inspector, Tanna, is appointed Assistant Deputy Educational Inspector, Ahmednagar.

11th July 1882.—Mr. N. B. Deodhar is appointed Assistant Deputy Educational Inspector, Poona Sub-Division.

11th July 1882.—Mr. N. M. Sathe is appointed Assistant Deputy Educational Inspector, Sholapur Sub-Division.

12th July 1882.—Mr. Dhondo Daji Behere, Head Clerk, Deputy Educational Inspector, Dharwar, is appointed Head Master, Second Grade Anglo-Vernacular School, Saundatti.

12th July 1882.—Mr. Damodhar Hari Bichu, First Assistant, Second Grade Anglo-Vernacular School, Athni, is appointed Head Master in the same School.

14th July 1882.—Mr. C. R. Sunthankar is appointed substantive *pro tem.* Fifth Assistant Master, Belgaum High School.

14th July 1882.—Mr. R. R. Natu, B.A., is appointed Fourth Assistant Master, Belgaum High School (Marathi Side), but to continue as substantive *pro tem.* First Assistant Master (Kanarese Side).

14th July 1882.—Mr. H. V. Kelkar, Sixth Assistant Master, Belgaum High School, is appointed substantive *pro tem.* Fourth Assistant Master in the same School.

14th July 1882.—Mr. N. B. Pandit is appointed substantive *pro tem.* Sixth Assistant Master, Belgaum High School.

14th July 1882.—Mr. Malhar Balsari, Second Assistant Master, Junagadh High School, is appointed substantive *pro tem* Head Master, Viramgaon Anglo-Vernacular School.

14th July 1882.—Mr. Krishnashankar Harishankar Pandya, B.A., is appointed substantive *pro tem.* Second Assistant Master, High School, Junagadh.

14th July 1882.—Mr. Maniklal Sakerlal Desai, M.A., is appointed substantive *pro tem.* Second Assistant Master, High School, Rajkot.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
18th July 1882.

Bombay Educational Record.

No. 9.] SEPTEMBER 1882. [Vol. XVIII.

THE MONTH.

The President of the Education Commission and the Provincial Committee for Bombay will hold their second Session at Bombay on Wednesday, October 26th, and their third Session at Ahmedabad on November 3rd. Evidence will be taken on the dates specified below in the Sir Kavasji Jehangir Hall of the University, Bombay, commencing at 12 o'clock. The place of meeting at Ahmedabad will be hereafter notified. The meetings of the Commission for taking evidence will be open to the public and the representatives of the Press. Witnesses or other gentlemen requiring information are requested to communicate with Mr. Lee-Warner.

Members of the Board for Bombay.

The Honourable W. W. Hunter, C.I.E., L.L.D., President of the Commission.
H. P. Jacob, Esq.
W. Lee-Warner, Esq., M.A., C.S.
K. T. Telang, Esq., M.A., L.L.B.

List of Witnesses.

October 26th, Bombay.—The Honourable Badrudin Tyabji, Member of the Council of His Excellency the Governor for making laws ; Mr. Gokaldás K. Párekh, LL.B., of Bombay ; The Rev. R. Rive, S.J., St. Xavier's College.

October 27th, Bombay.—Mr. W. Wordsworth, Principal, Elphinstone College ; Mr. Nowrozjee Furdonjee, J.P. for Bombay ; Mr. E. Fulton, C. S., Registrar of the High Court.

October 28th, Bombay.—Mr. Mánockjee Cooper, Head-Master, Fort High School ; Mr. Framjee Patel, B.A., of Bombay ; Mr. Rahimtulá N. Sayání, M.A., LL.B. ; Mr. M. M. Kunte, B.A., acting Principal, Guzerat Provincial College.

October 30th, Bombay.—The Honourable V. N. Mandlik, C.S.I., Member of the Council of His Excellency the Governor for making laws ; Mr. Haji Ghulám Mahomed Munshi.

November 3rd, Ahmedabad.—Khán Bahádur Kazi Shahabudin, C.I.E., Revenue Commissioner, Baroda; Mr. Ambálál S. Desái, M.A., Judge of Visnagar; The Rev. W. Beatty, B.A., Irish Presbyterian Mission.

November 4th, Ahmedabad.—Mr. E. Giles, B.A., Educational Inspector, N. D.; Mr. Gopâljee S. Desái, Deputy Educational Inspector.

The Honourable Mr. Justice West and the Right Rev. L. Meurin, D.D., Roman Catholic Bishop of Bombay, will probably be unable to attend the Commission for examination, but will deliver statements which will be printed. On the days on which the Commission does not sit for the purpose of taking evidence, schools and other institutions will be visited. The Commission will arrive in Ahmedabad on November 2nd.

An interesting experiment is being tried at Bradford, England, in the expansion of some of the local elementary schools into middle-class institutions. Four schools are set apart, under the name of Higher Board Schools, for boys and girls whose parents can afford to pay a fee of 9*d.* a week for each child. In return for this is given a thoroughly good elementary education, including the "specific subjects" of schedule 4. The superior excellence of the instruction is due in part to the careful selection of the teachers, in part to the regular attendance secured by the large amount of the fee, and in part to the fact that the children usually remain at school till they are fifteen or sixteen years of age. In the higher standards, and in the specified subjects, the Government grant to these schools is naturally very large; and with this and the fees it is expected that there will be scarcely any need to come upon the rates for aid.

The Government of Japan have resolved on the establishment of 53,760 primary schools. The whole empire is divided into eight collegiate departments, with one college to each department. Even children under six years of age will be compelled to attend the primary school.

“ON THE TEACHING OF HISTORY IN SCHOOLS.”

(Continued from p. 180.)

It stills remains for us to decide how we shall treat the epochs according to the various ages of our pupils. For simplicity's sake, I will divide the pupils of a middle-class school into three sections. First, the elementary, up to about the age of 10; then, the intermediate, from 10 to 13; and lastly, the third stage, from 13 till the time for leaving school, which in middle-class schools means about 14 or 15. We have, therefore, in middle-class schools, the two first stages tolerably long, and the third very short, in elementary schools, we have only the two first stages. In first grade schools, only the second or third; but both fairly long—the second from 11 to 15, the third from 15 to about 18. Let us consider the three stages in order. In the first stage we have to deal with children who are very young, and who are just beginning the study of History. Now young children, we know, are best pleased with whatever stimulates their imagination, whether it be by greatness, nobility, chivalric bravery, or mere adventurousness. But whatever is cold and purely intellectual, such as the subject of civic relations and civil controversies, is wholly unattractive to them. Narrative and biography they will listen to with interest; reflection and argument simply repel them; and for this reason—that the latter do not correspond to anything already in them, and, as Emerson would say, are therefore neither credible nor intelligible to them. For the first stage, therefore, I would urge that the points dwelt upon should be action, personal adventure, personal characteristics. Let every thing be striking, dramatic, single—not complicated with argument or reflection, with not too great a variety of interests. We want our hearers to form clear mental pictures of what we tell them: otherwise our words may perhaps remain in their memories, but will certainly pass through their minds like water through a sieve. In a little while they will become more inquisitive. They will want to know the *why* and the *wherefore*. They will become interested in causes and consequences. They will be capable of maintaining more than one interest at a time. Individuals may then be changed to classes. In the second stage, therefore, not only may the number of epochs be increased, but we may begin to criticize actions and character, and to point out the causes and consequences of events. The individual may become merged in the class, as the class will hereafter become merged in the nation. In other words, we may begin to sketch the first ideas of a state, and to implant the first ideas of public duty. We may further begin to scatter the seeds of a curiosity as to what other nations were doing and thinking about during those same years. In both these stages, the epochs should stretch backwards into the past as far as the time at our disposal will allow; but they should also, I think, always stretch forwards into the present. In the third stage, we should treat of the nation as a whole. We should enlarge and continue the ideas of a state which we commenced in the second stage. We should introduce the greater events of our constitutional history, and connect still closer, and weave into one homogeneous whole, the epochs of which we have already treated, by giving more detailed information concerning the growth of Science, Art, and Literature, the changes in social manners, and the progress in domestic comfort. Here, too, we should treat of the growth and changes of our Empire as a whole, and give some short account of our colonies. But I would not have too much time spent on this. Especially would I deplore any attempt to go deeply into our constitutional history. The subject is not a school subject, but one for later life and advanced students. It is too philosophical and argumentative for the young. There is nothing inside them, to answer to it. Second-hand philosophy, only half-understood, is useless to anybody; and to those who are incapable as yet of forming sound judgments of their own, it is decidedly hurtful. Let the main points in the growth of the constitution be introduced, and a curiosity on the subject carefully cultivated; but let us be content with that, and expend our time and efforts in what seems to me a far better way, viz., in the study of the great epochs of European history.

In order to simplify the work of a school, and to keep it homogeneous and steadily progressive, I drew up, some years ago, three lists of epochs with central events, to serve as a framework for the lessons of the three different stages which I have already described. The first contain 25 epochs, stretching from 449 A. D. to 1832 A. D. The second contains the same 25, together with another 25 of next importance, lighting up the spaces between the former. The third contains the same 50 as the second, together with some 40 fresh but quite minor points, relating to social, literary, scientific, and constitutional affairs. I give you these lists, asking you to take them just for what they are worth, and strongly advising every teacher who has the history-teaching of a school under his care, not by any means to accept such lists without carefully re-considering them more than once for himself. You will notice that in lists No. 2 and No. 3 the fresh introductions are printed in different types.

LIST I.

Landing of the English in Britain commences	A.D.	449
Introduction of Christianity		596
Alfred concludes the Peace of Wedmore		878
England under Danish Kings		1017
William the Norman, King		1066
II., the Angevin, King		1154
rd Crusade		1189
a Charta		1215

Simon de Montfort heads the Barons against Henry III	1258
Conquest of Wales advanced	1277
Robert Bruce, King of Scotland	1306
Hundred Years' War with France commenced	1337
The Peasant Revolt	1381
Joan of Arc raises the Seige of Orleans	1428
Printing introduced by William Caxton	1474
The Spanish Armada	1588
East India Company Established	1600
Recognised version of the Bible published	1611
Cromwell, Lord Protector	1653
Marlborough wins Blenheim	1704
Robert Clive wins Plassey	1757
The Americans win Saratoga	1777
Nelson wins Trafalgar	1805
Wellington wins Waterloo	1815
Lord Russell carries his Reform Bill	1832

LIST II.

Landing of the English in Britain commences ... A.D.	449
Introduction of Christianity in England	593
Synod of Whitby	664
Alfred concludes the Peace of Wedmore	878
England under Danish Kings	1017
William the Norman, King	1066
Henry II., the Angevin, King	1154
Constitutions of Clarendon	1164
Conquest of Ireland commenced	1171
Third Crusade	1189
Loss of Normandy	1204
Magna Charta	1215
Simon de Montfort heads the Barons against Henry III.	1258
Conquest of Wales advanced	1277
Robert Bruce, King of Scotland	1306
Hundred Years' War with France commenced	1337
The Good Parliament	1376
John Wyclif translates the Bible into English	1380
The Peasant Revolt	1381
Geoffrey Chaucer produces his "Canterbury Tales"	1383
Joan of Arc raises the Seige of Orleans	1428
Printing introduced by William Caxton	1474
Sir Thomas More writes his "Utopia"	1516
Thomas Cromwell, Secretary of State	1534
Royal Exchange founded	1566
Mary Queen of Scots, executed	1587
The Spanish Armada	1518
Edmund Spenser's "Faerie Queene" published *William Shakspere's first known play*	1590

East India Company established	1600
Recognised version of the Bible published	1611
Thirty Years' War commenced	1618
Francis Bacon's "Novum Organum" published	1620
The Petition of Right	1628
The Long Parliament assembled	1640
Charles I. beheaded	1649
Cromwell, Lord Protector	1653
Charles I. Restored	1660
Milton's "Paradise Lost"	1667
Habeas Corpus Act	1679
Bill of Rights	1689
Act of Settlement	1701
Malborough wins Blenheim	1704
England and Scotland become Great Britain...	1707
Robert Clive wins Plassey	1757
The Americans win Saratoga	1777
William Pitt, Chancellor of the Exchequer	1783
Napoleon nominated First Consul	1799
Union of the English and Irish Parliaments	1800
Nelson wins Trafalgar	1805
Wellington wins Waterloo	1815
Lord John Russell carries his Reform Bill	1832

LIST III.

LANDING OF THE ENGLISH IN BRITAIN COMMENCES	449
INTRODUCTION OF CHRISTIANITY INTO ENGLAND	596
Synod of Whitby	664
Caedmon writes his "Paraphrase of the Bible" ...	670
Baeda finishes his "Ecclesiastical History"	731
ALFRED CONCLUDES THE PEACE OF WEDMORE	878
Dunstan, Abbot of Glastonbury	943
ENGLAND UNDER DANISH KINGS	1017
Earl Godwin all powerful	1045
WILLIAM THE NORMAN, KING	1066
HENRY II., THE ANGEVIN, KING	1154
Thomas Beket, Archbishop of Canterbury	1162
Constitutions of Clarendon	1164
Conquest of Ireland commenced	1171
THIRD CRUSADE	1189
Loss of Normandy	1204
MAGNA CHARTA	1215
SIMON DE MONTFORT HEADS THE BARONS AGAINST HENRY III. ...	1258
First Regular Parliament to which representatives of the cities and boroughs are summoned...	1265
Roger Bacon Produces his "Opus Majus"	1267
CONQUEST OF WALES ADVANCED	1277
ROBERT BRUCE, KING OF SCOTLAND	1306

HUNDRED YEARS' WAR WITH FRANCE COMMENCED	1337
Treaty of Bretigni	1360
The good Parliament	1376
John Wyclif translates the Bible into English	1380
THE PEASANT REVOLT	1381
Geoffrey Chaucer produces his "Canterbury Tales"	1383
JOAN OF ARC RAISES THE SIEGE OF ORLEANS	1428
PRINTING INTRODUCED BY WILLIAM CAXTON	1474
Part of the New World discovered by Cristopher Columbus	1492
Colet and Erasmus of Oxford	1499
Thomas Wolsey, Lord Chancellor	1515
Sir Thomas More writes his "Utopia"	1516
Luther burns the Pope's bull	1520
Thomas Cranmer, Archbishop of Canterbury	1533
Thomas Cromwell, Secretary of State	1534
Royal Exchange founded	1566
Francis Drake sails round the world	1577
Raleigh founds the colony of Virginia	1584
Mary, Queen of Scots, executed	1587
THE SPANISH ARMADA	1588
Edmund Spenser's "Faerie Queene" published William Shakespere's first known play written *Sir Philip Sidney's "Arcadia" published*	1590
Hooker publishes his "Ecclesiastical Polity	1594
EAST INDIA COMPANY ESTABLISHED	1600
Cotton and silk manufactures introduced, about	1603
Galileo constructs his first telescope	1609
RECOGNISED VERSION OF THE BIBLE PUBLISHED	1611
Colonization of Ulster commenced	1611
Thirty Years' War commences	1618
Francis Bacon publishes his "Novum Organum"	1620
The Petition of Right	1628
The Long Parliament assembled	1640
Charles I. beheaded	1649
Tea and Chocolate introduced, about	1650
The Navigation Act	1651
CROMWELL, LORD PROTECTOR OF THE COMMONWEALTH OF ENGLAND, SCOTLAND, AND IRELAND	1653
Charles II. restored	1660
John Milton publishes his "Paradise Lost"	1667
Shaftesbury, Lord Chancellor	1672
Greenwich Observatory built	1675
John Bunyan publishes his "Pilgrim's Progress"	1678
Habeas Corpus Act	1679
Sir Isaac Newton publishes his "Principia"	1687
The Bill of Rights	1689
The National Debt Founded	1693

The Act of Settlement	1701
The war of the Spanish Succession commences	1702
MARLBOROUGH WINS BLENHEIM	1704
England and Scotland become Great Britain	1707
Sir Cristopher Wren completes St. Paul's *The General Post-Office established*	1710
Walpole, Chancellor of the Exchequer	1715
Handel's "Messiah" first performed	1742
ROBERT CLIVE WINS PLASSEY	1757
The Treaty of Paris	1763
Watt invents the Steam-Engine	1765
Adam Smith publishes his "Wealth of Nations"	1776
THE AMERICANS WIN SARATOGA	1777
William Pitt, Chancellor of the Exchequer	1783
Edmund Burke impeaches Warren Hastings	1786
Kellerman wins Valmy	1792
Napoleon nominated First Consul	1799
Union of the English and Irish Parliaments	1800
NELSON WINS TRAFALGAR	1805
Peninsular War commenced	1808
WELLINGTON WINS WATERLOO	1815
George Stephenson constructs the first Railway	1825
LORD JOHN RUSSELL CARRIES HIS REFORM BILL	1832
Richard Cobden and John Bright repeal the Corn-Laws	1846
First Atlantic Cable	1858
Forster's Elementary Education Act for England and Wales	1871

I would further point out, that in List No. 3 the epochs are so printed as to divide the whole subject into 11 divisions or groups of events, to help the teacher when taking a comprehensive view of English History from the "Landing of the English in Britain" to the passing of "Mr. Forster's Elementary Education Act."*

It will be noticed that I have chosen for each epoch one central point and date:—thus, "Alfred concludes the Peace of Wedmore, A. D. 878," is the centre point [illegible] chosen for the *Danish conquest* and "The Bill of Rights, [illegible] 1689," is the centre date for *The Revolution.* Again, when I [illegible]re the story to become almost the biography of a great and dominant character, I introduce his name as in the entry I have just mentioned, or again, singly, as in "William the Norman, King A.D. 1066," which stands for the *Norman Conquest.* I have not printed the names of the epochs before the dates, because any teacher of history will at once recognize what they are, and much space is saved by omitting them. Moreover, while, for the youngest "Robert Clive wins Plassey

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* These lists, printed on cards can be obtained from the *Education Supply Association (Limited)*, 42A Holborn Viaduct, E.C.

A.D. 1757," means little more than an exciting adventure, for the eldest pupils it will be the centre for the *Rise of the English Power in India.* In the details of all this,—the best centre points for us to choose,—there will of course be a great variety of opinion—as many opinions, perhaps, as teachers. But I trust the *method* at least will gain a more general assent.

(*To be continued.*)

ON THE TEACHING OF READING.

A Lecture delivered before the College of Preceptors, by G. C. MAST, Esq., *May 19th* 1882.

ON July the 4th, 1877, the Sc[illegible] Board for London passed the following resolution:—

> "That the School Man[illegible]nt Committee be directed to inquire into the best me[illegible] teaching Reading, according to the present, or any ot[illegible]m of Spelling, and to bring up a scheme for the purpos[illegible]ting the method or methods recommended to the test."

Two points appear to me remarkable in this resolution. The first is, that the School Board should at all have risen to so high an appreciation of the methods of teaching Reading as to make them a subject of enquiry. The second, that they should have ventured to admit the possibility of remodelling the spelling of the English Language as a means of facilitating the teaching of Reading. To understand the second point, it should be stated, that the resolution was formed while at least some members of the Board were greatly under the influence of a meeting on Spelling Reform, that had been held only a few months previously at the Society of Arts, at which meeting the Chairman of the Board—the late Sir Charles Reed—and other members of the Board were present, and took an active share. So strong was the feeling of the Board on Spelling Reform, that one of the electors of the Board, somewhat alarmed at their doings, sent them, between the above-mentioned meeting and the date when the above resolution was formed, the following abstract of a paper:—"Nothing but *method* can solve the difficulty asserted to exist in the Art of teaching Reading. Wrong direction of the current of thought at the present moment on that subject, is shown by the London School Board and others, to solve the difficulty through a Spelling Reform, or other extraordinary measures. The subject does not await solution, but has been solved more than fifty years ago, and practised in thousands of schools on the Continent, in America, but in very few in England. It consists in the adoption of the so-called '*Phonic Method*' of teaching Reading through Writing, which method the elementary teachers of this country will have to learn, as the first step in learning *method* in *teaching*."

The gentleman, who sent the above to most of the active members of the Board, was pleased to see that they turned so soon from a Reform of Spelling to a consideration of *methods*.

As a preliminary step, the Sub-Committee appointed for the purpose "of instituting enquiries on the Subject, thought it expedient to ascertain from Teachers who had distinguished themselves by their success in teaching Reading, what were the methods which they respectively employed." In the report that was subsequently published, the Committee enumerated the various methods in use; made suggestions to the teachers how to improve some bad methods; recommended experiments to be made with what they must have considered good methods; and appended the "Minutes of Evidence." Though, since the publication of the Report, five years have elapsed, [illegible] thought that a review of it might still be of interest to a good [illegible] teachers and others, who can be reached through the College of [illegible]ptors: and that even the School Board of London might not [illegible] displeased to see that their good intentions obtain a friendly [illegible] from teachers. Nor is the delay to be regretted at all, for [illegible] only now survey the Board's action in this special case [illegible] completeness, which would have been impossible only a few months ago.

In my review I shall introduce the various Methods, not in the order in which they stand in the Report, but in the order of their Historical Development. The Report says (page 3):—

"The Alphabetic Method begins with the letters of the Alphabet, and then proceeds to combinations of the letters into syllables and words. Every word is first spelled, and then pronounced, the children being left to learn the actual sounds represented by the letters by a process of unconscious induction. As the names of the letters do not, in the majority of cases, correspond with the sounds of the letters, and as many letters represent a variety of sounds, it is clear that the Alphabetic method is false in principle, and must be tedious in operation."

Many attempts have been made to render this method less tedious, but without improving it much. The Romans already had letters of the Alphabet made in ivory. We, in our spelling-books, amuse the beginners with figures of animals, each containing a letter. A German Educationist of the last century—Mr. Basedow—had the letters made of flour, and baked, and had them eaten by the children for breakfast, that they might be all the more deeply impressed by the forms of the letters. But this letter-eating should not last longer than four weeks. Except in a few districts in the Northern and Eastern parts of Germany, this method has entirely disappeared from that country, while in England it is still the almost universally employed method.

In reading a word by *Spelling*, a child has first to spell each letter of the word, as for instance *b-oo-k*; and then to say the word "*book*."

It was the School Councillor—F. Gedike, of Berlin—who in Germany, suggested to drop the first part of the above process—*the spelling process*—and to make the children at once pronounce the whole *syllable*; and that important step in the evolution of the method of teaching Reading, led to the so-called *Syllabic*, or "*Look-and-Say*" method.

Gedike published his "Kinderbuch zur ersten Uebung im Lesen ohne A, B, C," in 1791, Berlin. His method has entirely vanished from Germany, where at no time had it spread far.

The Report says,—"The *Look-and-Say* method is analytic, beginning with a word as a whole, and then proceeding to decompose it. The children first learn to identify and pronounce the words at sight, and then, by analysis and comparison, master the powers of the letters composing them." Further (p. 8.),—Mr. A. Sonnenschein, in conjunction with Professor Meiklejohn, has devised a method of teaching Reading, which we think well worthy of trial in one or more of our schools. It may be called a Syllabic method, as distinguished from literal or verbal methods. One obvious merit in it is the gradual way in which the difficulties of Reading are introduced."

Mr. Sonnenschein, in his evidence before the Board, says that his method is a combination of the "*Phonic*" with the *Look-and-Say* method. Further "I mea[illegible] say, that we are to start from the simplest syllables on the L[illegible]and-Say system, teaching the letters prefixed phonically; or, as I should prefer to call it, functionally, not nominally," (p. 25, 598). "I prefer to call it 'syllabic' rather than 'phonic.' I begin with a syllable, and modify it step by step" (p. 27, 618).

Mr. Sonnenschein adds to his evidence in the Report an Appendix, in which he illustrates his method by examples like the following:—

at, et, it, ot, ut,
ax, ex, ix, ox, ux,
ag, eg, ig, og, ug,
ate, ete, ite, ote, ute,
ant, ent, int, ont, unt, &c.

To estimate this method, it may be permitted to ask whether, to judge from the nature of children, we can reasonably expect that, by an arrangement of syllables so rhythmical and musical as the above, the thinking faculties of children could at all be roused,—that children in repeating such series of syllables, would analyze them, and find out by induction the sounds of the letters. Would they not rather dwell upon the rhythm, and imagine the whole to be intended to amuse them?

Mr. James Mackenzie, Her Majesty's Inspector's Assistant for the

Finsbury Division, says, on this method, in his evidence before the Board:—

"A few years ago, the Reading was not at all satisfactory, and it was found that this was mainly owing to the very general adoption of a *Look-and-Say* method of teaching, and the use of elementary books not constructed on correct principles, for teaching Reading."

Whether this method, so unfavourably mentioned here, is Mr. Sonnenschein's, or another adaptation, I am unable to say, but I am convinced that—

The best of methods, "Look-and-Say,"
Is bad; and treat it as you may.
And if you ask the reason why?
It is a mental lullaby.

Jacotot, born at Dijon in 1770, died at Paris 1841, is by some called the originator of the *Look-and-Say* method. But that is true only with a qualification. Jacotot's method is analytic like the syllabic, but it is not syllabic; Jacotot starts, not with a syllable, but with a whole sentence or story, which is written on a board, read by the teacher, after him by the children, and then analyzed by them. At the sam[illegible] time they are taught to write letters, words, and easy senten[illegible] [illegible]urrently with reading them. This method may suit intellig[illegible] [illegible]ren, six or seven years of age, whose power of abstracti[illegible] [illegible]nsiderable, but is unsuitable for the masses of children as we find them in schools. In Germany this method has taken root, principally in the province of Silesia.

At the beginning of the present century, a colleague of Basedow, F. Olivier, made a step forward from Gedike's syllabic method, by analyzing the syllables into their constituent sounds; but, instead of taking hold of the sounds alone, he called the elements of a syllable again by names, doubled the names of the consonants, giving each consonant two names, according to its position before or after a vowel; for instance, *be* before and *eb* after a vowel. Further, by introducing fine distinctions between the consonants, he increased their number to 400. Thus he had—

1st Humming sounds which he divided into

a) Lip-grumbler, *m*.
b) Tongue-grumbler, *n*.
c) Throat-grumbler, *ng*.

Mr. Bell's *Visible Speech*, consisting of 400 sounds and 40 symbols, should be compared with Mr. Olivier's attempt; at the same time it should be borne in mind, that a clever German critic, "Hergang," called such attempts "das Lesenlernen auf eine schwere Weise erleichtern"—"to facilitate teaching Reading in a difficult manner."

Olivier's attempts, as well as the labours of others in the same direction, led at last to the discovery of the *Phonic* method. The Report places this method as the first to be recommended for a trial.

(P. 4.) "The Phonic method begins, not with the names of the letters, but with their actual powers, and then advances from the true sounds of the letters of which a word is composed to the pronunciation of the whole word. It is a genuinely synthetic method, but requires, for its complete application, an extended alphabet and a reformed spelling. With our present alphabet, the same letter may represent many different sounds: and, with our present spelling, many letters are silent, and many sounds are represented in a variety of ways. There is no reason, however, why the Phonic method should not be advantageously applied to our written language as it stands. By the use of diacritical marks the existing alphabet may be virtually extended, and, by other typographical expedients, the silent letters may be easily indicated. This method was successfully employed by the late Mr. Robinson, a teacher at Wakefield, and was admirably exemplified before us by Mrs. Harper, who employs it in a large school under the Leeds School Board. It has the great merit of cultivating the habit of distinct articulation, and of imparting to the ear accuracy and delicacy in the discrimination of sounds."

Further (p. 7), "We have already pointed out that in the Phonic method, as taught by the late Mr. Robinson, the difficulties which spring out of our defective alphabet are to a great extent, avoided in the earlier stages of teaching Reading, by the employment of typographical expedients. It also tends to remove vulgarisms and provincialisms by exhibiting to the eye the correct pronunciation of each word. This method is so reasonable, and has proved so successful, that we think it ought to be tried, as an experiment in some of the schools of the Board. It would not require any alteration in our accepted spelling, and the diacritical marks which it employs could be dispensed with, once children had got over the *chief mechanical difficulties* of Reading."

The statement in the above, that the Phonic method requires for its complete application an extended alphabet and a reformed spelling, is not borne out by the evidence of the inquiry, as I shall endeavour to show presently, but must be taken as the opinion of the gentlemen of the Committee only. It seems to rest on the fact that some methods on the Phonic principle have an enlarged alphabet (none that I am acquainted with has a reformed spelling); but that is characterising the Phonic method by an accidental, not by an essential feature, a mistake which I find is often made by speakers and writers, on that method in England.

(To be continued.)

CORRESPONDENCE ADDRESSED TO THE EDITOR.

DEAR SIR,—In your editorial remark on my letter, published at page 162 of the *Bombay Educational Record* for July, you say, "Technically our correspondent is right. But the declination of a heavenly object corresponds exactly with the latitude of the place beneath it." It would have been far better if the definition had contained the words "of the place beneath it," as the terrestrial latitude differs from the celestial one so materially. The former is the distance of a place on the earth's surface north or south from the equator, while the latter is the distance of a heavenly body north or south from the ecliptic (not the equator).

I beg leave to notice two more inaccuracies reproduced in the 2nd edition of the same book. Under definition 49 we read, "Similarly the point in the moon's orbit furthest from the sun is termed *apogee—ge* being the Greek for the earth." Here evidently we should have "from the earth" in place of "from the sun."

At page 41 we read, "The Hindoos, also, have two names for Venus: they are Sakra and Daityaguru." Here the first Hindu name for Venus is mis-spelt. It should be Shukra (शुक्र) and not Sakra (शक्र), which is the name of इंद्र, the Indian god of rain. The Hindu astronomers have not pointed out any distinction between these two names of Venus, nor does she bear these two names only in Sanskrit. Amarsinha, the celebrated Indian lexicographer, mentions six names of Venus in the following couplet:—

शुक्रो दैत्यगुरुः काव्य उशना भार्गवः कविः।
अंगारकः कुजो भौमो लोहितांगो महीसुतः ॥२५॥ कांड १.

In addition to these astronomers use सित, ("The white"), on account of her great brilliancy, and मघाभव (son of मघा, an asterism, the principal star of which is *Regulus*). The idea that the Hindus have two distinct names for this planet as an evening and morning star seems to have been derived from Rev. S. Haughton, who in his "Manual of Astronomy" says:—

"Venus was also named Juno and Isis by the Greeks and Egyptians, and, like Mercury, had distinct names as an evening and morning star. She was called Sukra by the Hindoos when an evening star, and Daityaguru when a morning star." (Page 144, new and enlarged edition.)

I have already said above that this view of Mr. Haughton's is not borne out by the statements of the Hindu astronomers.

Thana, 3rd August 1882. A TEACHER.

P.S.—सित and मघाभव are given as names of Venus by Monier Williams in his "Sanskrit-English Dictionary."

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS AND MAPS RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH JULY TO 15TH AUGUST 1882.

Fresh supply received from England.

ENGLISH.	Rs.	a.	p.
Chambers's Etymological English Dictionary	2	0	0

	Rs.	a.	p.
Laurie's Technical Reader, No. I	0	4	8
Ditto ditto No. II	0	6	0
Hiley's English Grammar	1	12	0
Key to Colenso's Algebra	2	8	0
Ditto to ditto Arithmetic	2	8	0
Morell's Analysis of Sentences	1	0	0
Colenso's Arithmetic	2	4	0
Ditto Algebra	2	4	0
Brewer's Guide to English Composition	2	12	0
Potts's Euclid Book I.—IV	1	8	0
Ditto ditto I	0	8	0
Palgrave's Golden Treasury	2	4	0
Cooke's Universal Letter Writer	0	8	0
Æsop's Fables (Milner)	0	8	0
Cowper's Poetical Works (Milner)	0	8	0
Collins's Pronouncing Pocket Dictionary	0	4	0
Webster's Unabridged Dictionary, Pictorial Edition, with Appendices	15	12	0
Lamb's Tales from Shakespeare	0	8	0
Adams's English Grammar	1	0	0
Shakespeare's Works, Globe Edition	1	12	0
Brewer's Dictionary of Phrase and Fable	1	12	0
Arabian Nights' Entertainments (Routledge)	1	12	0
Roget's Thesaurus	5	4	0
Heywood's National Atlas	0	8	0
Edgeworth's Moral Tales	1	0	0
Ditto ditto	0	8	0
Austen's Pride and Prejudice	0	8	0
Ganot's Natural Philosophy	3	12	0
Collins's National Pronouncing Dictionary	0	8	0
Lethbridge's Easy Introduction to the History of India	0	12	0
Barnard Smith's Arithmetic, with Answers	0	12	0
Lytton's Last of the Barons	1	0	0
Arabian Nights' Entertainments (Chandos Classics)	0	12	0
Key to Todhunter's Algebra	5	4	0
Macaulay's Essays	1	12	0
Routledge's Diamond Dictionary	0	8	0
Blanford's Physical Geography	1	4	0
Burchett's Linear Perspective	3	8	0
Ditto Practical Geometry	2	8	0
Airey's Selections from the *Spectator*	0	8	0
Scott's Marmion, with Notes (Chambers's)	0	8	0
Burke's Works, Vol. II.—Reflections on the Revolution in France (Bohn)	1	12	0
Smith's Latin Grammar	1	12	0

Maps.

ENGLISH.

	Rs.	a.	p.
Johnston's School-room Map of India	6	0	0
Ditto ditto Europe	6	0	0
Ditto ditto British Isles	6	0	0
Ditto ditto Africa	6	0	0
Ditto ditto Asia	6	0	0

MARATHI.

Johnston's Map of India, in Devanagari characters	6	0	0

New editions published by the Department.

MARATHI.

Departmental Modi First Book, 4th edition	0	2	6
Ditto Second Book, Balbodha, 8th Stereotyped edition	0	2	0
Dadoba's Rudimentary Grammar, 12th edition	0	1	3
Chiplonkar's Life of Socrates, 5th edition	0	5	0
Lotalikur's Native Method of Book-keeping, 5th edition.	0	2	0
Kolhatkar's Life of Columbus, 5th edition	0	9	0
Patwardhan's Elementary Geography, Part II. (Description of India), 4th edition	0	1	6
Chhatre's Arithmetic, Part I.	0	3	0

GUJARATI.

Hope's Departmental Second Book, 14th Stereotyped edition	0	2	0
Dalpatram's Pingal or Prosody, 4th edition	0	2	0

HINDUSTANI.

Sayad Abdul Fattah's Hindustani First Book, 7th edition.	0	2	6

Books purchased by the Department.

ENGLISH.

Goldsmith's Deserted Village and Traveller (Bombay Education Society's Press)	0	4	0
Bartholomew's Map of India (Lucknow)	0	1	0
Ditto ditto of British Isles	0	1	0

N. V. BAPAT,
Curator.

ERRATUM.

On page 190 of the *Bombay Educational Record* for last month, for the words "*All years*" at the top of the second column headed "*Years for which Records are to be preserved*," read "*Two* years."—*Editor, Bombay Educational Record.*

DEPARTMENTAL NOTICES.

The Retail Purchase of European Manufactures.

NOTIFICATION.

The subjoined Government Resolution No. 2202, dated 15th ultimo, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
7th July 1882.

Articles of European Manufacture : Retail purchase of—from the Local Market.

No. 2202.

FINANCIAL DEPARTMENT.

Bombay Castle, 15*th June* 1882.

Letter from the Accountant General, No. P.A.-512-M., dated 19th May 1882 :—

"In continuation of this office report No. P.A.-11861, dated 1st October 1881, embodied in Government Resolution, Financial Department, No. 3821, dated 14th October 1881, I have the honour to forward herewith a copy of the Government of India's Financial Department No. 515, dated 21st April 1882, with a copy of this office letter No. P.A.-11684, dated 28th September 1881, on the subject of the retail purchase of articles of European manufacture of small value from the local market.

"2. As the Government of India have declined to sanction the proposal made by this office, I would request that orders may be issued to all officers not to purchase any article of European manufacture from the local market without the special sanction of Government under paragraph 4 of Government of India, Financial Department, No. 953, dated 10th June 1881.

"3. All articles of stationery of European manufacture hitherto purchased by officers from the local market should it seems be obtained from the Superintendent of Stationery, who may be instructed to obtain them from England by indent on the Secretary of State.

"4. Until the receipt of the articles in question from England, the Superintendent of Stationery may, under clause 2, paragraph 4, of the Government of India, Financial Department, No. 953, dated 10th June 1881, be authorised to purchase them from the market to enable him to comply with the indents of all officers."

Letter from the Accountant General, Bombay, to the Government of India in the Department of Finance, No. P.A.-11684, dated 28th September 1881 :—

"With reference to the order of Government No. 953, dated 13th

June 1881, my office has been disallowing from contingent bills all items, however petty, which appear to transgress the rule that articles of European manufacture should be procured by indenting on the Secretary of State: this procedure has caused some inconvenience, and I have therefore the honour to suggest that I may be permitted to lay down the following rule for the guidance of my Audit Department; while removing the inconvenience at present experienced by the petty retrenchments which have been made, it would also secure economy and keep in view the general principle involved.

"2. The rule I submit for approval is as follows:—

I.—All articles supplied by the local Stationery Office shall not be purchased by any officer elsewhere unless under special orders of the local Government on the ground that the articles are not in stock and serious inconvenience to the public service would arise if the purchase was not made.

II.—Articles of small value required by public offices in small quantities which though of European manufacture are not supplied by the local Stationery Office, and which it would not be desirable to obtain through Secretary of State direct, may be admitted in the contingent bill of the office concerned.

The following articles would fall under this head:—

Common padlocks and locks, matches, candles, thread, screws, nails, white tape, twine.

III.—Articles of considerable value, such as iron-safes, Chubb's locks, treasury scales, despatch boxes with patent locks, which cannot be procured of native manufacture, should be procured through the Secretary of State, unless their purchase in the country is specially sanctioned by Government.

"3. One of the principles involved in the proposed rule is that no articles which the local Stationery Office procures either in the country or by indent from England should be allowed to be locally purchased save under exceptional circumstances and with special sanction."

Letter from the Government of India, Department of Finance and Commerce, to the Accountant-General, Bombay, No. 515, dated 21st April 1882:—

"With reference to your letter No. P.A.-11684, dated 28th September 1881, and reminder dated 22nd March 1882, in which your propose certain rules for the audit of charges included in contingent bills on account of local purchases of articles of European manufacture, I am directed to state that, after due consideration, the Governor-General in Council is of opinion that any specific rules on the subject to be worked by offices of account and audit would at present be productive of too much friction, and therefore does not think it expedient that rules such as you propose should be laid down by the Government of India.

"2. I am to state, however, that a classified index has been prepared and is now in the press, showing, in alphabetical order, under certain general heading, all the articles mentioned in the Resolutions already issued, and which on the information now before the Government of India it is possible to obtain of Indian manufacture. This index is intended to bring together the articles mentioned in the various Resolutions in a form convenient for reference, and when printed, it will be circulated to local Governments, to whom it must be left to decide with due regard to price and quality what articles of Indian manufacture therein mentioned can be substituted for European articles.

"3. You will observe on reference to paragraph 4 of this Department Resolution No. 953, dated 10th June 1881, that no articles of European manufacture may be obtained in the local market save in the special cases mentioned, and in each case with the previous sanction of the local Government, and therefore charges which appear in contingent bills for articles known to be of European manufacture, as well as for articles of Indian manufacture which under local arrangements are usually supplied through the Superintendent of Stationery or other central office, should be supported by the sanction of the local Government.

"4. I am to add that such articles as common padlocks and locks, candles, thread, with tape and twine, mentioned in No. II. of the rules proposed by you, are all made in India and should be be obtained of Indian manufacture."

Resolution.—Copies of the Accountant General's letter No. P.A.-512-M, dated 19th May 1882, and accompaniments, should be forwarded to all Departments of the Secretariat, and to the Superintendent of Stationery for information and guidance, with reference to Government Resolution No. 3821, dated 14th October 1881.

2. A circular should be issued by the several Departments of the Secretariat to all officers subordinate to them directing them not to purchase any article of European manufacture from the local market, but to obtain such articles on indent from the Superintendent of Stationery.

3. The Superintendent of Stationery should be authorized to purchase from the local market such articles of European manufacture as are required by indenting officers, pending the preparation of an indent for such articles on the Secretary of State which should be submitted at an early date.

J. Monteath,
Acting Under-Secretary to Government.

To all Departments of the Secretariat; the Accountant-General; the Superintendent of Stationery; the Mint Master; the Post Master General; the Private Secretary to His Excellency the Governor.

Cost of Tent-Carriage.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 2392, dated 1st July 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
17*th July* 1882.

Tents : Cost of Carriage of—by Railway or Steamer.

No. 2392.

FINANCIAL DEPARTMENT.

Bombay Castle, 1*st July* 1882.

Resolution of the Government of India, Department of Finance and Commerce, No. 1672, dated 12th June 1882 :—

"Read again—

Resolution of the Government of India in the Financial Department, No. 3942, dated the 1st November 1881, ruling that a public officer, who is obliged to carry with him his tents and horses by steamer or railway, either on temporary absence on duty from head-quarters or on transfer, under orders which require him to proceed very quickly to a distant station, may, under the special sanction of the Local Government, recover, in addition to his authorised travelling allowances, the actual cost of their carriage, *provided that no officer who is in receipt of a fixed tentage may be reimbursed the cost of carrying his tents by railway or steamer.*

"Read also—

Letter from the Government of Madras, No. 157, dated the 6th February 1882, stating that the effect of the foregoing Resolution is to deprive Covenanted Civil Servants in that Presidency of the benefits of the concession thereby sanctioned, that tentage is of the nature of a contract allowance which is intended to cover the cost of the purchase and maintenance of tents and not of their carriage; and upon these grounds requesting that the Resolution may be so modified as to leave the case of Covenanted officers in the Madras Presidency unaffected by it.

"RESOLUTION.—The Governor-General in Council is pleased to direct, on reconsideration, that the proviso attached to the Resolution of November 1881 be cancelled.

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat and all Heads of Offices under those Departments, in continuation of Government Resolution No. 4322, dated 19th November 1881.

J. MONTEATH,
Acting Under-Secretary to Government.

To all HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to HEADS of OFFICES subordinate to them); the ACCOUNTANT-GENERAL; the PRIVATE SECRETARY to HIS EXCELLENCY the GOVERNOR.

Travelling-Allowances.

NOTIFICATION.

The subjoined Government Resolution No. 2024, dated 3rd June 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
12th July 1882.

Travelling-Allowances to Ministerial Officers when travelling by Railway on duty or on transfer.

No. 2024.

FINANCIAL DEPARTMENT.

Bombay Castle, 3rd June 1882.

Letter from the Officiating Under-Secretary to the Government of India, Department of Finance and Commerce, No. 889, dated 8th May 1882:—

"I am directed to acknowledge the receipt of Mr. Monteath's letter No. 1481-A., dated the 21st ultimo, requesting to be favoured with the instructions of the Government of India regarding the exact conditions under which double railway fare may be allowed in accordance with paragraph 2 of Resolution No. 2787, dated the 1st September 1881, regarding the grant of travelling-allowances to ministerial and menial officers who are entitled to travelling-allowances when travelling by railway on duty or on transfer from one office to another, and observing that in the opinion of the Government of Bombay the use of the words 'one or more nights' which occur in that paragraph was not intended to indicate a short absence only, but to distinguish journeys which involve absence for more than a day from those which can be accomplished in a day and do not therefore necessitate the taking of servants and baggage.

"2. In reply, I am to say that the Government of Bombay has rightly apprehended the meaning of the term 'one night or more,' that the rule is intended to apply to all cases of absence from head-quarters or from a standing camp of one night or more, and that it specially applies to cases of transfer.

"3. I am to add that there is no objection to the allowance of the double fare, at the discretion of the head of the office, for a journey by rail 'which forms part of an ordinary tour.'"

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat and the Accountant-General, with reference to Government Resolution No. 1481, dated 21st April 1882.

2. Copies should also be forwarded to all Heads of Offices for information and guidance, with reference to the Resolution of the Government of India, No. 2787, dated 1st September 1881, republished in the *Bombay Government Gazette*, dated 8th September 1881.

J. MONTEATH,
Acting Under-Secretary to Government.

To all HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to HEADS of OFFICES subordinate to them); the ACCOUNTANT-GENERAL; the PRIVATE SECRETARY to HIS EXCELLENCY the GOVERNOR.

Books Recommended.

NOTIFICATION.

The undermentioned books are recommended for use in Drawing classes :—

A Gujarathi Translation of Burchett's Introduction to the construction of Geometrical Figures. By B. M. Mehta. Price annas 2½.

A Gujarathi Translation of Burchett's Practical Geometry. By B. M. Mehta. Price annas 9½.

Copies can be obtained from the Curator.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
15th July 1882.

Salaries and Allowances.

NOTIFICATION.

The subjoined Government Resolution No. 2136, dated 5th July 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
19th July 1882.

Salaries and Allowances: Powers of Local Governments to sanction special additions to—

No. 2436.

FINANCIAL DEPARTMENT.

Bombay Castle, 5th July 1882.

Resolution of the Government of India, Department of Finance and Commerce, No. 1600, dated 9th June 1882:—

"READ again—

Financial Resolution No. 2679, dated the 31st August 1878, prescribing rules to regulate the powers of Local Governments to sanction special additions to salaries which are not authorised by any general or special orders of the Government of India.

"RESOLUTION.—In the above resolution the Government of India declares that, unless in any particular case it be otherwise distinctly provided, the whole time of a public officer must be held to be paid for by the State; and an officer may be employed in any manner required by proper authority, within his own branch of duty, without any claim to additional remuneration, whether the services rendered were such as might ordinarily be paid for from the Imperial or Provincial Revenues or from any Local Fund. But in order to obviate the necessity of frequent references to the Government of India, rules were framed under which, in certain cases, Local Governments might sanction an addition to the pay of any officer, employed under its orders, for the performance of any special duty outside the duties of his regular appointment, as a charge against any fund administered under the Local Government, including Municipal or Port Trust Funds or Wards Estates; it being, however, provided that in cases, not covered by existing special orders, the sanction of the Government of India should be obtained to the grant of remuneration in addition to the fixed pay of any public officer.

"2. The Governor-General in Council observes that the principle of these rules appears to be thoroughly sound. But in determining whether the duty, for which an addition is proposed to the pay of any officer employed for the performance of any special duty, is or is not outside the duties of the officer's regular appointment, or beyond his regular office duties, the mode of applying these rules in particular cases has been called in question.

"3. For example, it has been argued that the supervision of Municipal Works lay properly beyond the sphere of duty of an Executive Engineer, and that he was accordingly entitled to an addition to his pay for the performance of such duties, although, as a matter of fact, it is very important to have Municipal work well done, and Government is strongly interested in securing the best and broadest utilisation of Municipal funds.

"4. As it appears desirable that all doubts on this point should be removed, the Governor-General in Council is pleased to declare that all Municipalities and Funds administered under a Local Government, including Port Trust Funds and Wards Estates, are entitled to the gratuitous advice and services of officers of the Public Works Department, and of all Government, Medical, Sanitary and Educational officers, when these can be given without detriment to the public service.

"5. It will rest with Local Governments in each case to decide whether this last condition is fulfilled, and to indicate in each instance to what officer application for advice or assistance should be made

"6. When a Municipality or Fund has its own Engineer or manager, it would probably only desire to *consult* some superior officer of the Public Works or other Department. In other cases more direct supervision and assistance might be considered desirable, and should be freely given without charge, if the Local Government decide that such supervision and assistance can be given without detriment to the public service.

"7. These orders are not intended to affect any Government officer who, as a Director of a Railway Company, or as a member of a Town Council or Port Trust (Government Director of the Darjeeling Railway, Chairman and Vice-Chairman of the Rangoon Port Trust), &c., is under any special or local law entitled to receive fees or other remuneration for attendance at meetings of Railway Directors or of Port Commissioners, &c., for the transaction of business.

"8. The provisions of the rules of August 1878, under which Local Governments are authorised to sanction special additions to salaries which are not authorised by any general or special order of the Government of India, are hereby withdrawn."

Resolution.—Copies to be forwarded to all Departments of the Secretariat, and all Heads of Offices for information and guidance, with reference to Government Resolution No. 3491, dated 28th September 1878.

J. Monteath,
Acting Under-Secretary to Government.

To all Heads of Offices under the Revenue, Financial and General Departments of the Secretariat; the Revenue and General Departments of the Secretariat; the other Departments of the Secretariat (with spare copies for distribution to Heads of Offices subordinate to them); the Accountant-General; the Post Master General; the Mint Master, Bombay.

Local-Fund Pension-Fund.

Notification.

The subjoined Government Resolution, Financial Department, No 2329, dated 26th June 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
19th July 1882.

No. 2329.

Bombay Castle, *26th June* 1882.

Financial Department.

Letter from the Assistant Secretary to the Government of India, Department of Finance and Commerce, No. 4222, dated 16th November 1881—

"Referring to the correspondence ending with the letter from this Office, No. 2752, dated the 14th September 1878, on the subject of providing pensionary benefits to Local Fund employés in the Bombay Presidency, I am directed to request that, with the permission of His Excellency the Governor in Council, you will be good enough to report fully the decision which the Government of Bombay may have arrived at, on the several questions discussed therein, and especially that information may be furnished on the following points, namely:—

(I.) Whether the existing Pension Fund is to be managed simply as a sort of Savings' Bank as suggested in the letter of the 14th September 1878, each contributor getting independently the benefit only of his own contributions, or whether it is to be managed on the principle of mutual assurance as in ordinary Pension Funds?

(II.) In the latter case, what rules have been fixed for regulating the grant of pensions from the Fund, and have any measures been taken to ascertain whether the contributions are adequate for the scale of benefits that has been adopted?

(III.) Has the Government of Bombay undertaken any obligation in respect of the Fund, or responsibility for its proper management; and, if not, with whom does such responsibility rest?

(IV.) Is the Pension Fund confined to Local Fund employés whose service commenced before the 9th October 1873, and is the contribution of 5 per cent. on salary levied from all such persons, or is it optional with them to make the contribution or not?

(V.) Is a deduction of 12 per cent. made from the pay of all Local Fund employés who entered service after the 9th October 1873, or is deduction dependent on their choice?"

Letter from the Commissioner, N. D., No. 617, dated 17th February 1882—Submitting, with reference to Government Resolution No 4583, dated 3rd December last, reports on the subject of pensions from Local Funds from the Collectors of Thána and Ahmedabad, as also one from Mr. T. Little, Executive Engineer, Kaira District, together with his own opinion and views thereon.

Letter from the Commissioner, C. D., No. R—948, dated 8th March 1882—Submitting, with reference to Government Resolution No. 4583, dated 3rd December last, his report on the subject of pensions from Local Funds.

Letter from the Commissioner, S. D., No. 936, dated 31st March 1882—Stating, with reference to Government Resolution No. 4583, dated 3rd December last, that there appear to be no valid objections to the plan of future employés paying 12 per cent. on their salaries in the manner proposed in Government memorandum, dated 8th November last, for the Local Fund Pension Fund; observing that as this charge from current revenue will be very heavy, and as the charge on account of pensions to the men already in the service will be much in excess of the contributions hitherto made, it is safer to strengthen the existing Pension Fund by yearly payments of such amount as will raise it in the course of the next ten years or so to what it would have amounted to, had the contributions been levied at ten per cent. from the commencement of the service of the present employés in the Local Funds Department.

Letter from the Accountant-General, No L. F, 610 M., dated 25th May 1882, stating, in reply to Government letter No. 42 F, dated 20th May, that

"(1) The accounts of each Local Fund Pension Fund are not kept separately as far as his office is concerned.

(2) There is only one general Local Fund Pension Fund for the whole Presidency as far as the Accountant-General's books are concerned.

(3) The General Pension Fund is managed by the Accountant-General.

(4) The contributions are credited to a distinct fund in the Accountant-General's books as Pension Fund in the Subsidiary Local Fund ledger.

(5) The balance to credit of the Pension Fund was Rs. 4,87,300 (approximately) on April 1st last."

RESOLUTION.—The Local Fund Pension Fund is not at this moment insolvent. On the contrary, as it is a comparatively new fund, and contributions from the District Local Funds have yearly been paid into it, whilst but few Local Fund employés have as yet been discharged on pensions or gratuities, it is at present in a fairly thriving condition. The balance to the credit of the Fund on April 1st last was approximately Rs. 4,87,300, of which sum Rs. 3,40,800, represent investments in Government 4 per cent paper, whilst the disbursements during 1880-81 amounted to only Rs 1,475. But, though the Fund is thus at present apparently prosperous, it is questionable whether it is likely to continue solvent. It seems probable that if, as is now the case, it is only to be maintained by payments from Local Fund District Committees equal to 5 per cent. of the salaries paid to the employés of those Committees, the Fund would after a certain number of years become insolvent, and unaided would be unable to meet its liabilities for pensions and gratuities. In how many years this result would come to pass it is difficult to state in the absence of the necessary information, and even were all the requisite data now once at forthcoming, only an actuary would be competent to form a trustworthy opinion on this point. There would however appear to be an almost unanimous consensus of opinion that sooner or later the Fund, if maintained on its existing footing, must prove unequal to meet its liabilities, which must in the nature of things annually increase with great rapidity.

2. In considering the question as to what action should now be adopted it is expedient to take separately the case of the men who are now actually in the service of District Local Funds, and the case of future Local Fund employés. As regards the latter there would appear to be no material difficulty. The Government of India in their letter No. 3597, dated October 9th, 1873, stated that officers employed thereafter on Local Fund Establishments in this Presidency might be admitted to pension on the terms mentioned in their letter to the Government of Bengal, No. 2722, dated August 30th, 1873, *i.e.*, they might secure a pension by payment of a contribution equal to 12 per cent. of their salaries, provided they first obtained the permission of the Local Government, and that their appointments were made on the same conditions as those applicable to officers employed in Government service. The adoption of this course in respect of persons henceforward appointed to posts in the Local Fund service will obviate all difficulty regarding the pensions of future employés, and the Government of India may therefore now be requested to sanction this measure in the

case of all persons appointed for the first time to Local Fund service from the date of the issue of this Resolution. Subject therefore to the terms above mentioned, Local Fund employés who may be appointed after the date of this Resolution will, should this proposal be sanctioned by the Government of India, eventually receive their pensions from the general revenues in consideration of the payment to Government of a contribution of 12 per cent. of their salaries, and in respect of the pensions or gratuities of such persons no liability will devolve on the Local Fund Pension Fund. In anticipation of the sanction of the Government of India payments on account of the contributions for pensions of Local Fund officers appointed after this date and permitted to contribute by Government should be made into the Government Treasuries by the District Local Fund Committees on behalf of such officers. These payments should not be credited to the Local Fund Pension Fund, of which they will of course form no part.

3. In connection with the above measure some recasting of the salaries of newly-appointed Local Fund employés appears to be expedient. The present Local Fund employés have no specific Government guarantee that their pensions will be paid to them when in the fullness of time they come on the pension list. Government have never given any guarantee that whatever may be the position of the Local Fund Pension Fund in respect of solvency or otherwise, the pensions to which the Local Fund employés might under the ordinary rules be entitled would be regularly and permanently paid to them. The new employés under the scheme now formulated would however hold an assured position. There would be no uncertainty whatsoever as to their pensions which would be given out of the general revenues, and would accordingly be definitely secured to them. They would therefore occupy in this respect a stronger and better position than the old employés, and for the greater security thus assured to them they may reasonably be expected to make some small sacrifice of their present pay. In fixing then the pay of men hereafter to be employed in Local Fund service their salaries might be so adjusted as to divide equally between them and their employers, the Local Fund Committees, the burden of the contribution of 12 per cent. In other words, their net salaries would have to be lower by about 6 per cent. than the salaries of men now occupying similar posts. In return for this reduction of 6 per cent. they would have absolute certainty in respect of the payment of the pensions to which they might earn a title. The balance of the contribution, *i.e.* 6 per cent., would have to be paid by the Local Fund Committees. Such a measure would not press harshly on the Committees who as it is now pay to the Local Fund Pension Fund 5 per cent. on the salaries of their servants, and have moreover over and above this contribution a tacit liability to make good from Local Fund current revenues any deficit in respect of pension

payments arising from insufficiency of the assets of the Pension Fund. Local Fund Committees would therefore in future in respect of new servants pay a contribution of about 6 per cent. on their salaries in lieu of the contribution as now paid of 5 per cent. and the further possible undefined liability.

4. As regards the persons now actually in Local Fund employ, who it must be remembered have hitherto paid absolutely no contribution towards pension, their employers having paid the contribution for them without any deduction from their salaries, His Excellency the Governor in Council is of opinion that their present position should remain unaffected. In other words, they will themselves pay no pension contribution, and their pensions when due will have to be met from the Pension Fund supplemented if necessary by payments from current Local Fund revenues, a proportion of the pension however being met from general revenues, where part of the service qualifying for pension has been under Government. To the adoption of this course, which seems under all the circumstances to be the best practicable, there would appear to be no very serious objections. It is certain that for at least several years to come the Pension Fund will be able fully to meet all demands upon it, the balance to its credit now amounting to nearly five lákhs constitutes a very respectable nucleus for such a Fund, and will with the annual contributions suffice for many years to cover all liabilities. When at last the Fund becomes exhausted, then the pension charges must be met from current revenues, but in order to postpone that time, and to diminish the possible future burden on current revenues, the contribution to the Pension Fund from Local Funds on the salaries of present employés should in the opinion of Government at once be raised from 5 per cent. to 6 per cent. It seems but fair that the Local Fund Committees now deriving benefit from the services of the men in their employ should contribute to such an extent as to largely lessen the chance of heavy future payments from current revenues on account of pensions, and thus save the future generation of rate-payers from being obliged to see a possibly considerable proportion of the cess paid by them devoted to the payment of pensions to the superannuated servants of the present generation.

5. The Government of India should be informed of the views held by this Government on this question, and of the course which His Excellency the Governor in Council would propose to follow in dealing with this difficult and complicated subject, and should be requested to sanction the adoption of the measure mentioned in para. 3. Copies of Mr. Peile's notes, of the Report by the Accountant-General on Mr. Peile's first note dated October 11th last, and of the reports by the Commisioners should be forwarded to the Government of India.

6. At the same time the Government of India should be in-

formed in reply to the queries contained in their letter No. 4222, dated November 16th, 1881—

(i) that this Government do not consider it desirable to manage the existing Pension Fund as a sort of Saving's Bank, as suggested in the letter from the Government of India, No. 2753, dated September 14th, 1878;

(ii) that no report has been obtained from an actuary as to the future solvency of the Fund or as to the sufficiency of the present contributions, but it seems possible that eventually the assets of the Fund if maintained on the existing system would fail to meet the liabilities;

(iii) that this Government have undertaken no obligation or responsibility in respect of the Fund: if the assets of the Fund at any time prove insufficient the deficit would have to be met from Local Fund current revenue;

(iv) that the Pension Fund is not confined to Local Fund employés whose service commenced before October 9th, 1873: no contribution is levied direct from any Local Fund employés, but the Local Fund Committees pay contributions on their behalf (without making any deductions from their salaries) at the rate of 5 per cent. on their pay;

(v) that no deduction is made from the pay of Local Fund servants who entered the service after October 9th, 1873.

J. NUGENT,
Acting Secretary to Government.

To the COMMISSIONER, N. D.; the COMMISSIONER, C. D.; the COMMISSIONER, S. D.; the COMMISSIONER in SIND; all COLLECTORS, including the COLLECTORS and DEPUTY COMMISSIONERS in SIND; the ACCOUNTANT-GENERAL; the EDUCATIONAL DEPARTMENT of the SECRETARIAT; the POLITICAL DEPARTMENT of the SECRETARIAT; the PUBLIC WORKS DEPARTMENT of the SECRETARIAT; the GOVERNMENT of INDIA (by letter).

Pension Contributions by Officers lent to Foreign Governments.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 2722, dated 24th July 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
14th August 1882.

Pension Contribution: Local Fund Employés.

No. 2722.

FINANCIAL DEPARTMENT.

Bombay Castle, 24th July 1882.

Memorandum from the Commissioner, N. D., No. 2433, dated 12th July 1882—Forwarding for orders a letter No. 2801, dated 6th idem, from the Collector and President, Local Fund Committee, Panch Maháls, who invites attention, with reference to Government Resolution No. 2329, dated 26th June 1882, to the reduction lately made by the Government of India in the scale of pension contribution hitherto paid by employés lent to foreign service, and suggests that the new scale may be adopted in the case of Local Fund subordinates, *i.e.* $\frac{1}{11}$th of the gross salary instead of 12 per cent., to be divided equally between the employers and the employés: the Commissioner observing that the Collector's suggestion seems reasonable.

RESOLUTION.—A copy of these papers should be forwarded to the Government of India with a request that if His Excellency the Governor-General in Council sees no objection the proposals made by this Government in paragraphs 3 and 4 of their letter No. 2330, dated June 26th last, may be modified by the adoption of the suggestion now made.

JOHN NUGENT,
Acting Secretary to Government.

To the COMMISSIONER in SIND; the COMMISSIONER, C. D.; the COMMISSIONER, S. D.; the COMMISSIONER, N. D.; all COLLECTORS, including the COLLECTORS and DEPUTY COMMISSIONERS in SIND; the ACCOUNTANT-GENERAL; the GOVERNMENT of INDIA (by letter); the EDUCATIONAL DEPARTMENT of the SECRETARIÁT; the PUBLIC WORKS DEPARTMENT of the SECRETARIAT; the POLITICAL DEPARTMENT of the SECRETARIAT.

Travelling and Tentage-Allowances.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 2677, dated 22nd July 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
14th August 1882.

Salary Bills: Proposal to include in the—of Gazetted Officers their Travelling and Tentage Allowances.

No. 2677.

FINANCIAL DEPARTMENT.

Bombay Castle, 22nd July 1882.

Read again Government Resolution No. 1409, dated 15th April 1882—Requesting the opinion of the three Commissioners and the Commissioner in Sind on the proposal contained in the following copy of the Accountant General's letter No. L.A. 22529, dated 30th March 1882:—

"I have the honour to bring to the notice of Government that the new form (No. 1) of gazetted officers' salary bill, prescribed on page 307 of the Civil Account Code, Volume I., provides for the inclusion of any fixed travelling allowance that the officer may be in receipt of. As the permanant travelling allowances of officers of this Presidency have always been drawn on separate bills countersigned by Commissioners and heads of departments under the authority of paragraph 9 of your letter No. 754, dated 12th September 1861, to the Government of India, I beg respectfully to inquire whether Government have any objection to the travelling and tentage allowances being drawn in one bill with the officer's salary without countersignature.

"2. It is very desirable to have only one bill, as it will save a great deal of labour to all concerned. The check on the officers' movements, which the countersignature of the head of the department was intended to secure, can be provided for by the submission of simple diaries without the travelling allowance bills to Commissioners and heads of departments who should intimate to me monthly, after scrutiny of the diaries, the names of those officers whose travelling allowance he has disallowed, and my office will take steps to have the amount which may have been disallowed by controlling officers, recovered from the officer's next bill.

"3. If Government be pleased to sanction this arrangement I beg that early orders may be passed on the subject to Commissioners of Divisions and the several heads of departments.

"4. If, on the other hand, Government consider that the diaries would not really be a sufficient check on the actual performance of the journeys for which allowance is paid, and, that it would be more difficult to recover such allowance after it had once been paid than to refuse to pay it under the present pre-audit system, I would suggest that the matter be referred to the Comptroller General with a view to the present form of pay-bill being altered."

Read the following replies from the Commissioners:—

Letter from the Commissioner, N.D., No. 1348, dated 21st April 1882—Reporting, with reference to Government Resolution No. 1409 of the 15th idem, that he does not see any practical difficulty in carrying out the arrangement proposed by the Accountant-General in paragraph 2 of his letter, provided that—(1) officers whose bills require the Commissioner's countersignature are required to certify below their bills that the diary has been forwarded to the Commissioner through the head of his office, and (2) that the intimation to the Accountant-General should only be made when occasions require, *i.e.*, when an officer's travelling allowance has been checked by the Commissioner and not otherwise; stating the advantages consequent upon such arrangement, viz., (1) saving of labour, (2) obviating the delay now occurring in the disbursement of allowances, and (3) providing a record in the Commissioner's offices of the movements of an officer during the preceding months; at the same time observing that there will be an inconsiderable loss of stamp revenue, as at present a separate receipt stamp is affixed to travelling allowance bills; and pointing out that these orders apply only to the fixed monthly rates of travelling allowance, and that bills for railway and steamer fare and mileage rates should, as at present, be previously countersigned by the Commissioner.

Letter from the Commissioner, S. D., No. 1263, dated 25th April 1882—Stating, with reference to Government Resolution, No. 1409, dated 15th idem, that there is no objection to the adoption of the Accountant-General's proposal to draw the travelling and tentage allowances in one bill with the officer's salary; and adding that the controlling officers can exercise their check on the officer's movements by obtaining simple diaries as suggested.

Letter from the Commissioner, C.D., No. R.-1784, dated 27th April 1882—Stating, with reference to Government Resolution No. 1409, dated 15th idem, that he sees no objection whatever to pay and tentage allowances being drawn by gazetted officers in a single bill, but that he does not see that any advantage will be gained by the inclusion of travelling allowance in the same bill; observing that this allowance has hitherto not been drawn until it has been passed by the controlling officer, and that in order that a proper check may be maintained it is very desirable that this practice should continue, that to substitute diaries for the present travelling allowance bills would be to simply impose additional work on Collectors and their Assistants and give rise to additional correspondence not only with the Collectors, but also with the office of the Accountant-General, whenever it may be necessary for the Commissioner to check any payments already made; and adding that the present system works well and should not be lightly disturbed, especially when to do so would be to entail additional work on officers, already over-worked.

Memorandum from the Commissioner in Sind, No. 2538, dated 31st May 1882,—Stating, with reference to Government Resolution No. 1409, dated 15th April 1882, that the proposal of the Accountant-General to include in the salary bills of gazetted officers their travelling and tentage allowances seems unobjectionable, provided the diary of the journeys performed by each officer be forwarded to the Commissioner for disposal in the manner suggested by the Accountant-General; observing that it should also be ruled that each officer should certify on the salary abstract that the diary of his movements during the month has been forwarded to the Commissioner, and no Treasury Officer should be allowed to pay any travelling allowance unless such a certificate is endorsed on the salary abstract.

RESOLUTION.—The arrangement proposed in paragraphs 1 and 2 of the Accountant-General's letter No. L.A.-22529, dated 30th March 1882, is approved, with the proviso suggested by the Commissioner in Sind and the Commissioner, N.D., that the bill should contain a certificate that a diary of the officer's movements during the month for which the bill is drawn has been forwarded to the Commissioner.

J. MONTEATH,
Acting Under-Secretary to Government.

To the COMMISSIONER in SIND; the COMMISSIONER, N. D.; the COMMISSIONER, C. D.; the COMMISSIONER, S. D.; the ACCOUNTANT-GENERAL; all COLLECTORS, including the COLLECTORS and DEPUTY COMMISSIONERS in SIND; the COMMISSIONER of CUSTOMS, OPIUM and ABKARI; the COLLECTOR of Salt REVENUE; the SURVEY and SETTLEMENT COMMISSIONER; the INSPECTOR GENERAL of REGISTRATION and STAMPS; the CONSERVATOR of FORESTS, N. D.; the CONSERVATOR of FORESTS, S. D.; the CONSERVATOR of FORESTS in SIND; the TALUKDARI SETTLEMENT OFFICER; the SURGEON-GENERAL with the GOVERNMENT of BOMBAY; the SANITARY COMMISSIONER for the GOVERNMENT of BOMBAY; the SUPERINTENDENT, HORSE-BREEDING OPERATIONS; the REVENUE DEPARTMENT of the SECRETARIAT; the GENERAL DEPARTMENT of the SECRETARIAT; all other CIVIL DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to the officers concerned).

Acting Allowance.

NOTIFICATION.

The subjoined Government Resolution No. 2951, dated 4th August 1882, General Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
18th August 1882.

Acting Allowance: Plural Appointments.

No. 2951.

GENERAL DEPARTMENT.

Bombay Castle, 4th August 1882.

Letter from the Officiating Under-Secretary to the Government of India, Department of Finance and Commerce, No. 2357, dated 18th July 1882:—

> "With reference to the correspondence ending with your letter No. 2335, dated 23rd June 1882, I am directed to say that Section 5 of the Pay and Acting Allowance Code does not apply in the case of plural appointments made in consequence of an officer's absence on privilege leave. Allowances therefore regulated in accordance with the rules in Chapter VII. of the Pay and Acting Allowance Code are admissible for the first thirty days to an officer appointed to perform the duties of another appointment in addition to his own in consequence of the absence of any officer on privilege leave."

RESOLUTION.—Copies of the above letter should be forwarded to the Accountant-General and Mr. F. Chambers for information, with reference to Government Resolution No. 1936, dated 26th May last. According to the view of the case taken by the Government of India, Mr. Chambers may be granted the same acting allowance, viz., Rs. 250 per mensem, for the first 30 days of his having acted as Superintendent of the Government Observatory, Colába, as he was allowed by Government Resolution No. 1361, dated 15th April last, for the subsequent period.

2. Copies of the Government of India's letter should also be furnished to the Civil Departments of the Secretariat and all Heads of Offices under the Civil Departments for information and guidance.

J. MONTEATH,

Acting Under-Secretary to Government.

To the SUPERINTENDENT, GOVERNMENT OBSERVATORY, Colába, F. CHAMBERS, Esq.; the ACCOUNTANT-GENERAL; the PRIVATE SECRETARY to His Excellency the GOVERNOR; the MINT MASTER; the POST MASTER GENERAL; the FINANCIAL DEPARTMENT of the SECRETARIAT; the REVENUE DEPARTMENT of the SECRETARIAT; all HEADS of Offices under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; all other CIVIL DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices under those Departments).

Appointments to Local-Fund Establishments.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 2670, dated 22nd July 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
19th August 1882.

Powers of Local Governments and Local Bodies in the matter of the creation of appointments payable from Local Funds.

No. 2670.

FINANCIAL DEPARTMENT.

Bombay Castle, 22*nd July* 1882.

Resolution of the Government of India, Department of Finance and Commerce, No. 2078, dated 30th June 1882.

"Read again—

Proceedings in this Department (Accounts and Finance) of July 1881, Nos. 1106 to 1109.

Read also—

Despatch from the Secretary of State, No. 48, dated the 9th February 1882, and the following extract from Resolution in the Home Department, No. $\frac{17}{747-759}$ (Public), dated the 18th May 1882:—

Para. 22.—Another point deserving of notice is the control that should be exercised over the execution of local works. It will not always be possible for Local Board to entertain a competent Engineer of its own; and in any case when Government buildings and important works of other kinds are made over for maintenance, there must be some effective guarantee for thoroughness of execution. It will probably be most convenient that, while all subordinate establishments are entirely under the control of the Boards, Government should supply the District Engineer and furnish professional supervision, the Boards defraying in such manner as may be determined by the Local Governments with reference to the amount of work done for each Board, the payments to be made to Government on this account. Care must, however, be taken that the Boards are left unfettered in the initiation and direction of operations, and that the Engineer is placed in the position of their servant and not of their master. The power of check vested in the District Officer will suffice to remedy any carelessness or improper working on the part of the Boards. If this arrangement is carried out, it will probably be found possible to make over to the charge of the Boards most

> of the public buildings in the districts, and other works of various kinds which would otherwise have to be kept in the hands of the Government officers. Double establishments will thus be avoided and public money saved.

RESOLUTION.—On a reference from the Chief Commissioner, British Burma, the Governor-General in Council has recently had under consideration the question whether the creation and abolition of appointments under Municipal and Local Fund Boards and similar Local Bodies, or the modification in any way of the pay of such appointments, are, or should be, subject to the same restrictions of various kinds, including reference to Her Majesty's Government when the pay of the appointment exceeds a certain amount, as appointments the cost of which is charged against the General Revenues.

2. The rules which govern the procedure to be observed in reporting for the sanction of the Home Government the creation of new offices carrying pay exceeding Rs. 250 a month, and additions to salaries which raise them above Rs. 5,000 a year, are contained in the Despatch of the Secretary of State for India, No. 63, dated 17th March 1864. But these rules, as they are understood, apply only to charges which fall on what are called "General Revenues" in contradistinction to Local Funds.

3. Provincial Funds form a portion of the General Revenues and are administered by Local Governments just as Imperial Funds are administered by the Government of India; the distinction between them is merely one of account and internal administration; but between Local Funds and General Revenues the distinction is clear, and involves a principle of importance.

4. It is true that the principal Local Funds, both incorporated and excluded (*e.g.*, District Road Cess, Muncipal, Port, and Port Trust), are composed in the main of taxes, dues, and fees which do not differ materially in their nature from those taxes, dues, and fees which form a part of the General Revenues; but the essential distinction consists in the special agency and special principles, by, and in accordance with, which Local Funds are administered and in some cases raised.

5. The practice of the Government has been to leave these funds to be administered by Local Bodies, in pursuance of the policy of developing local self-government; only such powers of general control are generally retained as may suffice to authorise interference in cases in which the public interest would otherwise suffer. This policy has been consistently kept in view since Local Bodies were first created. The course of legislation all over the country has accordingly been in the direction of enforcing the responsibility and maintaining the authority of such Bodies. For instance, in some of the Acts relating to the constitution and mode of working of Municipalities and District Committees, no restriction

whatever has been placed by the Legislature on the powers of those Bodies for the creation of new appointments; and in others the powers of general control which have been reserved are not such as would allow of the enforcement of those restrictions which apply to such appointments when the cost of these is payable from the General Revenues.

6. The Local Bodies to whom those powers have been entrusted exercise them as a rule, with discretion; and there is nothing in the method of their administration in the past which would justify the imposition of any special restrictions. Seeing, therefore, that it is desirable to develop local self-government, and that Local Bodies may reasonably be expected to give due weight to the need for economy in the administration of Local Funds, the Governor-General in Council is pleased to rule—

(*1st*) that Local Bodies to whom the administration of Local or Municipal Funds has been committed shall be competent subject to the general restrictions imposed by the Legislature or to such special reservations as the Government of India may lay down in any case (*e.g.* that referred to in paragraph 22 of the Resolution in the Home Department, dated 18th May 1882), or with reference to any particular class of appointments to create, as well as to abolish, without reference to higher authority all appointments the pay of which is chargeable to such Local or Municipal Funds.

(*2nd*) that as regards Local Funds administered by Local Governments and not by Local Bodies, the existing restrictions regarding appointments payable from Imperial or Provincial Revenues shall continue in force in respect of appointments payable from such funds."

Resolution.—Copy of the above Resolution should be forwarded to the Public Works and Educational Departments.

2. Copy should also be sent to the Commissioners, of Divisions and in Sind and to the Municipal Commissioner, Bombay, and the Accountant-General.

John Nugent,
Acting Secretary to Government.

To the Commissioner, N. D.: the Commissioner, S. D.; the Commissioner C. D.; the Commissioner in Sind; the Municipal Commissioner for the City of Bombay; the Accountant-General; all Collectors, including the Collectors and Deputy Commissioners in Sind; the Public Works Department of the Secretariat; the Educational Department of the Secretariat; the General Department of the Secretariat; the Revenue Department of the Secretariat; the Political Department of the Secretariat.

Vernacular Correspondence with Military Officers.

NOTIFICATION.

The subjoined Government Resolution No. 1408, Educational Department, dated 15th August 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
21st August 1882.

No. 1408.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 15*th August* 1882.

Resolution of Government in the Military Department, No. 4450, dated 1st August 1882—Communicating, for consideration and orders, a letter from the Adjutant General of the Army, pointing out the inconvenience arising from documents in the vernacular being forwarded to officers in Military Command, for action, without any explanatory letter or translation; and requesting that instructions be issued to ensure Military officers being made acquainted with the exact nature of vernacular letters, &c., addressed to them.

RESOLUTION.—Copy should be forwarded to the Director of Public Instruction, with a request that the wishes of the Commander-in-Chief may be complied with.

C. GONNE,
Chief Secretary to Government.

To the DIRECTOR of PUBLIC INSTRUCTION (with copy of the above Resolution); the MILITARY DEPARTMENT of the SECRETARIAT.

NOTICE.

THE MAYO PRIZES FOR ART-WORKMANSHIP.

Sir J. J. School of Art, Bombay.

A Prize of Rs. 180 and a Silver Medal will be awarded for the best specimen of Wood-carving.

A Prize of Rs. 180 and a Silver Medal will be awarded for the best specimen of Pottery.

These prizes are open to all artisans throughout India. The prize works remain the property of the competitors. If they are for sale, it should be so stated, and the price marked on each specimen, together with the name and address of the maker.

The objects for competition must be delivered—carriage prepaid—by the 31st of December 1882, and addressed to the Superintendent, Sir J. J. School of Art, Bombay.

The object of these prizes being the encouragement of native art-workmanship, the prizes will be awarded to those specimens which are truly Oriental in character, and which exemplify in the highest degree elegance in design with excellence in workmanship.

C. GONNE,
Chief Secretary to Government.

Pension Contributions by Officers lent to Foreign Governments.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 2435, dated 5th July 1882, is published for the information of Educational officers.

K. M. CHATFIELD.
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
26th July 1882.

Pension: Contributions to—to be made by Officers whose services have been lent to Foreign Governments.

No. 2435.

FINANCIAL DEPARTMENT.

Bombay Castle, 5th July 1882.

Resolution of the Government of India, Department of Finance and Commerce, No. 1622, dated 10th June 1882:—

"Read—

Despatch from the Secretary of State for India, No. 288, dated 15th September 1881, in which, with reference to the case of Mr. C. E. S. Steele, a Revenue Deputy Collector in the Sind Commission, who was for some time employed under the Government of the Transvaal, the Secretary of State has decided that Mr. Steele cannot be relieved from the usual deduction of one-fifth of his salary under the Transvaal State as contribution to the Government of India towards pension. In this despatch the Secretary of State desires the Government of India to consider whether the rate of contribution required to be made by officers lent for service under Foreign Governments is not unnecessarily high, and whether it might not be diminished.

"RESOLUTION.—Under the rules in Chapter III. of the Civil Pension Code, an officer of the British Government transferred to foreign service is required to pay to the Government of India a contribution out of the salary which he receives while in foreign service to meet the cost of his pension and leave allowances exclusive of allowances while on privilege leave. 'Foreign service' includes service under a Native State, Municipality, Port Trust, Court of Wards, or other body financially independent of the Government of India. It also includes service which is paid for from a Local Fund under such circumstances that it does not qualify for pension and leave under the rules in the Civil Pension and Leave Codes. The rate of contribution is fixed at 20 per cent. of the gross salary which the officer receives in foreign service, the calculation of his pension and leave allowance being made upon ⅘ths of such salary. The contribution is thus equal to 25 per cent. of the net pay upon which the officer's pension and leave allowances are calculated. This rate applies to all officers, whether Military officers, Covenanted Civil Servants, or Uncovenanted officers; but it is specially provided in the case of a native of India, who is not a Covenanted Civil Servant, that, by resigning all claims to leave allowances from the Government of India in respect of his foreign service, he may contribute for pension only.

"2. The present rules also provide for the payment of contribution by an officer whose services are lent for other than Imperial
rposes, either in England, or in a British Colony, or to a Foreign
but, except as regards service under the Egyptian Government,
ecise amount of contribution in this case is not fixed. The
bution in each case is determined by the Government of India
asion arises, the maximum contribution, however, being 20
nt. of the salary received in such foreign service.

The contribution of 25 per cent. on net pay referred to
includes about 12½ per cent. on account of pension. The
nor-General in Council has no reason to suppose that the rate
ntribution for pension has been fixed at an unduly high figure
e case of Covenanted Civil Servants. The contribution on account
llowances while on leave is, however, unduly high, consequently the general rate of 25 per cent. on net pay is capable of reduction to some extent in the case of all officers. Statistics recently compiled show that the average percentage of officers of the Covenanted Civil Service on leave other than privilege leave is 14·38. In the case of Uncovenanted officers the percentage is still less. On this consideration, and also in view of the present arrangements for the extension of local self-government, in connection with which the Government of India is desirous of facilitating in every reasonable way the lending of officers to local bodies without forfeiture of pensionary rights by the officers, the Governor-General in Council is of opinion that the contribution for pension and leave required to be paid to the Government of India by an officer of the British Government who is transferred either to 'foreign service' as defined in page vii. of the '*Definitions*' preceding the Codes of the Financial Department, or whose services are lent for other than Imperial purposes, either in England, or in a British Colony or to a Foreign State shall in future be made—

(*a*) if the Officer be a Covenanted Civil Servant,—at the rate of 16⅔ per cent. (one-sixth) on the gross salary which he receives from his foreign employers;

(b) in the case of all other officers,—at the rate of $14\frac{2}{7}$ per cent. (one-seventh) on the gross salary which the officer receives from his foreign employers: provided always that the contribution from an uncovenanted officer shall in no case exceed Rs. $166\frac{2}{3}$ a month.

"Where a higher rate of contribution is now paid, the rate shall, for the future, be reduced as above; but it must be understood that in all such cases the gross salary will now be re-adjusted in such manner as to leave the officer the same net salary which he at present receives.

"4. The payment of contributions at the rates now fixed will entitle the officers to receive from the Government of India, at the proper time, pension and leave allowances (except allowances during privilege leave) in respect of the period of his employment in foreign service, &c.; the calculation of pension and leave allowances will be made upon the balance of the salary which remains to the officer after payment of the prescribed contribution.

"5. A native of India, not being a Covenanted Civil S
may, by resigning all claims to allowances from the British G
ment during leave in respect to the period of his employme
foreign service, &c., contribute for pension only. In such cas
contribution shall be one-eleventh of the salary which he re
from his foreign employers, and shall not exceed Rs. 100 a mo

"6. These rules are not intended to interfere with the cas
officers which are specially provided for in Section 10 of the
Pension Code (a) to (f). Nor does His Excellency in Co
think, by reason of the foregoing change in the rate of contrib
in case of the superior officers, that any change is necessary
respect of inferior servants, whose case is provided for by Rule
under Section 8 of the Civil Pension Code."

RESOLUTION.—Copies to be forwarded to all Departments of the Secretariat for information.

J. MONTEATH,
Acting Under-Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT-GENERAL.

Departmental Examinations.

NOTIFICATION.

The subjoined Government Resolution, Revenue Department, No. 4738, dated 20th July 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
28th July 1882.

No. 4738.

REVENUE DEPARTMENT.

Bombay Castle, 20th July 1882.

Memorandum from the Commissioner, C. D., No. R-2255, dated 29th June 1882—Submitting for orders a letter No. 3190, dated 21st *idem*, from the Collector of Násik, who states that Mr. Eknáth Sakhárám, a graduate of the Bombay University, who was posted to his district as a probationer under paragraph 1 of Government Resolution No. 6505, dated 17th December 1878, on 17th December 1879, has been serving since that date in that capacity, and is at present a second kárkun in the Mámlatdár's kacheri at Nándgaon, but has not yet passed the Lower Standard Departmental Examination which he ought to have done under the above Government Resolution; observes that under paragraph 4 of that Resolution, a probationer who fails to pass the examination within 18 months of probation is to be removed from his probationary appointment, but that these rules have since been modified by those published at page 69 of the *Bombay Government Gazette* of 10th February 1881, which do not give clear orders on the subject; solicits early instructions under the circumstances; and adds that Mr. Eknáth wishes to appear at the examination to be held in October 1882, and has applied to him for three months' leave without allowance: the Commissioner stating that this appears a case in which the probationer should be dismissed from the service; and requesting to be informed if paragraph 4 of the Goverment Resolution quoted above is still to hold good.

RESOLUTION.—Under Rule III. of the Rules publised in the Notification No. 826, dated February 9th 1881, graduates admitted to the service under Rule II. cannot present themselves for the Lower Standard Departmental Examination until they have served for eighteen months. This rule must be held to supersede Rule 4 of the Rules contained in Government Resolution No. 6505, dated December 17th 1878, which directed that a graduate who failed during eighteen months of probation to pass the Lower Standard Departmental Examination should be removed from his probationary appointment.

2. Mr. Eknáth Sakhárám therefore cannot now be removed from the service as proposed by the Commissoner, C. D., as the rule under which his dismissal is suggested is no longer applicable.

3. It is, however, obviously desirable that graduates should be required to pass within a specified period the Lower Standard Departmental Examination both to prove that they have acquired a proper knowledge of their duties and to establish their fitness for promotion generally and for the special posts named in Rule VI.

4. His Excellency the Governor in Council is therefore pleased to direct that all graduates admitted to the service under Rule II. shall be required to pass the Lower Standard Departmental Examination, and that if they fail to pass at the second examination held after they have completed the period of eighteen months' service referred to in Rule III. they shall be removed from their appointments.

5. In the case under consideration it appears that Mr. Eknáth Sakhárám was appointed to the service on December 17th 1879, but that he has not yet passed the Lower Standard Departmental Examination, having attempted it and failed. He should now be required to pass at the examination to be held in October next, and if he then again fails to pass he should be removed from the service.

JOHN NUGENT,
Acting Secretary to Government.

To the COMMISSIONER, C. D; the COMMISSIONER, N.D.; the COMMISSIONER, S. D; all COLLECTORS in the N., C. and S. Divisions; the Survey and SETTLEMENT COMMISSIONER; the DIRECTOR of PUBLIC INSTRUCTION; the EDUCATIONAL DEPARTMENT of the SECRETARIAT; the JUDICIAL DEPARTMENT of the SECRETARIAT; the SECRETARY to the CENTRAL-COMMITTEE for DEPARTMENTAL EXAMINATION; the ACCOUNTANT-GENERAL.

The Repairs of Fixtures and Fastenings in Government Buildings.

NOTIFICATION.

The subjoined Government Resolution, Public Works Department, No. 167 A—1211, dated 6th July 1882, is published for the informaon of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
31st July 1882.

Fixtures and Fastenings—Repairs of.

No. 167 A—1211 of 1882.

Extract from the Proceedings of Government in the Public Works Department, dated 6th July 1882.

Read again Government Resolution No. 192 A—1548, dated 21st October 1881.

Read communications from the several Superintending Engineers of Divisions, submitting statements showing the provisions required to be made annually in the Civil Budget for intermediate repairs to fixtures and fastenings, and petty repairs to doors and windows, &c., if carried out by the officers occupying them.

Read memorandum from the Public Works Department, No. 530 A., dated 17th April 1882, as under :—

> The undersigned presents compliments to the Secretary to Government, Financial Department, and in reply to memorandum No. 3622, dated 30th September 1881, begs to forward the reports of the several officers concerned containing estimates of the expenditure on repairs to fixtures and fastenings, &c., of Government buildings which it is proposed should now, under the Public Works Code rules, be effected by the officers occupying the buildings, except when required as part of a general repair.
>
> 2. In the aggregate the amount is Rs. 10,216 only, and no transfer of Budget credits would appear necessary in respect of so small a sum. The system is advocated with a view to enforcing responsibility and to avoid frequent requisitions on this Department for petty repairs requiring no professional supervision, but which withdraw the time and attention of the establishment from more important works.

Memorandum from the Financial Department, No. 2281, dated 22nd June 1882.

Re-transfers the above papers, with an intimation that there is no objection in that Department to the rule in paragraph 4, Chapter XI., of the Government of India Public Works Code, Volume I., Fourth Edition,—requiring that repairs of fixtures and all petty repairs of doors and windows, including the replacement of broken glass be carried out by the officers occupying the buildings, except when required as part of a general repair,—being made applicable to all Provincial as well as Imperial buildings; and solicits attention to paragraph 4 of the Accountant General's Report, No. T. A. C.—724 M., dated [illegible]nd June 1822, as under :—

> "If the proposal of the Public Works Department that repairs of fixtures, and petty repairs of doors and windows, including the replacement of broken glasses (except when required as part of a general repair) be carried out by the officers occupying the buildings is now sanctioned by Government, the expenditure incurred by each department will be treated as an additional charge against the Budget allotment for 1882-83, and will be debited finally against the entry "Petty construction and repairs" under its proper head of service.
>
> 2. An officer in the Civil Department, when incurring such expenditures, should, in every case, obtain the previous sanction of his controlling officer for incurring it; on receipt of this sanction, the expending officer will draw funds from the Civil Treasury on an abstract bill of contingent charges, to enable him to carry on the work. This payment will be debited in the Treasury accounts as a final charge, against the entry "Petty construction and repairs" of the department concerned.

At the end of the month a contingent bill of the actual expenditure should be prepared by him for the countersignature of the Controlling Officer, and for transmission to this office.

3. Charges incurred by officers of the Post Office, and Telegraph Departments, should be borne by those departments.

4. It is presumed that the present proposal will apply only to Government buildings occupied as public offices, and not to those occupied as private residences. Petty charges of this nature in Government buildings occcupied as private residences should, as heretofore, be borne by the Public Works Department, or by the tenants, according to the terms of the agreement.

5. The Accountant-General has in the above remarks simply described the procedure that should be adopted by Civil Officers in order to give effect to the proposal made, and has not offered any opinion on the advisability of adopting the proposal; but as in the endorsement No. 1641 of Financial Department, dated 4th May 1882, he is directed "to report on the proposal of the Public Works Department," he may perhaps add that, on the whole, he is of opinion that the advantages of the proposal outweigh the disadvantages.

6. There will be no doubt at first many applications for increased assignments, as the whole amount to be expended on these repairs exceeds Rs. 10,000, and the budgets of all district and administrative officers are already reduced so far, that it will be no doubt very difficult for them to find any margin for the extra expenses which will now be thrown upon them, and these applications will for a time involve considerably increased correspondence both to Government and to this office; but the evil will be temporary, while the good of the [illegible]sure would appear to be permanent.

7. The Accountant-General quite agrees with the Public Works Department in considering that these petty repairs, which require no professional skill, should be done by the departments interested in doing them speedily, cheaply, and well; and there is no doubt that any loss suff[illegible]d from want of skill, or from buying the materials retai[illegible] instead of wholesale, is amply compensated for by the greater care and greater speed with which the repairs will be done by those who will gain most by their execution.

8. When it is necessary to call in the aid of a Public Works Officer for every petty repair, the repair is often neglected, in order to avoid the necessity of making the call, or the call when made is not attended to, or is attended to too late to be of any use.

9. In this as in many other public matters, it is better to employ a local agency of possibly inferior quality, but strongly

interested in economy and speed, than a distant professional agency more skilled, but more indifferent, and less easily set in motion."

RESOLUTION.—The ruling laid down in paragraph 4, Chapter XI., Volume I., of the Government of India Public Works Code (4th Edition), is made applicable to all buildings, Provincial as well as Imperial.

2. The repair of fixtures, such as record racks, shelves, &c., and all petty repairs of doors and windows, including the replacement of broken glass, will in future be provided for by the officers occupying the buildings, except when required as part of a general repair.

3. This order does not apply to buildings, occupied as private residences, but only to Government buildings occupied as public offices.

4. The attention of officers of all Departments should be specially drawn to paragraph 5 of the Chapter above quoted.

W. A. BAKER, Colonel, R.E.,
Under-Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; the MINT MASTER, BOMBAY; the POST MASTER GENERAL, BOMBAY; the DIRECTOR-GENERAL of TELEGRAPHS in INDIA; the SUPERINTENDENT of TELEGRAPHS, BOMBAY DIVISION; the CHIEF ENGINEER for IRRIGATION; the SUPERINTENDING ENGINEER, N. D; the SUPERINTENDING ENGINEER, S. D.; the SUPERINTENDING ENGINEER, C. D.; the SUPERINTENDING ENGINEER in SIND; the PORT ENGINEER, KARACHI; all EXECUTIVE ENGINEERS (including IRRIGATION); the SUPERINTENDENT, PUBLIC WORKS, BHUJ; the SUPERINTENDENT, PUBLIC WORKS, RAJKOT; the EXAMINER of PUBLIC WORKS ACCOUNTS; the ACCOUNTANT-GENERAL, BOMBAY.

Rubber-Seals.

NOTIFICATION.

The subjoined Government Resolution No. 2635, dated 20th July 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
31st July 1882.

Rubber-Seals: Manufacture of.

No. 2635.

FINANCIAL DEPARTMENT.

Bombay Castle, 20th July 1882.

Letter from the Mint Master, No. 62, dated 12th May 1882—Stating, with reference to Government Resolution No. 1698, dated 8th idem, that the Mint has as yet had little experience of the life of rubber seals; observing that the few that have been manufactured in the Mint may not perhaps be as lasting as those turned out by private manufacturers; and pointing out that provision must be made for pads and the special ink that is required, otherwise Government will still be in the hands of manufacturers, who will put the price on to these items, without which the seal is not complete.

Memorandum from the Mint Master, No. 169, dated 16th June 1882—Stating, in reply to Government memorandum No. 2188, dated the 14th idem, that pads for rubber-seals can easily be made up; and enquiring if Government will supply him with the ink; adding that perhaps the Stationery Department will undertake the manufacture.

Memorandum from the Superintendent of Stationery No. 1223 dated 26th June 1882—Stating, with reference to this Department memorandum No. 2279-93—CONFL., dated the 22nd idem, that he has no objection to the ink for rubber-seals being prepared in his office and supplied to the officers who obtain the seals from the Bombay Mint under the orders contained in Government Resolution No. 1698, dated the 8th May last.

The Surgeon in charge, European General Hospital.
The Collector of Karáchi.
The District Magistrate, Thána.

Letter from the Accountant-General, No. C.B.—5132, dated 5th July 1882—Stating, with reference to Government memorandum No. 2278, dated 22nd June 1882, that of the returns received in his office only those of the three officers mentioned in the margin afford the information required as to the number of years rubber seals last, from which it appears that in the office of the Surgeon in charge, European General Hospital, they lasted about 4½ years, that of the 44 seals supplied in 1873 to the office of the Collector of Karáchi only one was replaced in 1881, while the others appear to be still in use, and that the 43 supplied in 1873 to the District Magistrate, Thána, are still in use; observing that rubber seals have been in use in his office for some time, the first one purchased in April 1874 having lasted until August

1879, *i.e.*, more than 5 years, and the two others bought in August 1879 being still serviceable; and adding that these seals give a much clearer impression than metal ones, and are preferable in every way except in a very hot climate.

RESOLUTION.—All Departments and Heads of Offices should now be informed that any rubber seals and pads which may be required should be obtained from the Mint, and that the ink should be obtained from the Superintendent of Stationery.

2. It would appear from the report of the Accountant-General that the seals should last for at least 5 years, and he should be requested to check any expenditure incurred on that account before the lapse of 5 years from the date of the old seal having been obtained.

3. The Government of India should be informed of these instructions with reference to paragraphs 2 and 3 of their letter No. 481, dated 12th April last.

J. MONTEATH,
Acting Under-Secretary to Government.

To all HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to HEADS of OFFICES subordinate to them); the POST-MASTER GENERAL; the MINT MASTER; the ACCOUNTANT-GENERAL; the GOVERNMENT of INDIA (by letter).

Brass Inkstands.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 2617, dated 18th July 1882, is published for the inform n of Educational officers.

K. M. CHATFIEL
Director of Public Instr

Poona, Office of the Director of Public Instruction,
1st August 1882.

Dead Stock: Supply of Brass Inkstands to Mámlatdárs' Establishments.

No. 2617.

FINANCIAL DEPARTMENT.

Bombay Castle, 18*th July* 1882.

Letter from the Accountant-General, No. T.A.A.-19944, dated 22nd February 1882—Reporting that recently the Collector of Sátára incurred an expenditure of Rs. 98-6-0 for 25 inkstands (12 costing Rs. 48 for the Khatáv and 13 costing Rs. 50-6-0 for the Wái Mámlatdár's office), that although the prices paid by the Collector are less than the rate objected to in the case of Násik and referred to in the Resolutions noted in the margin, still they are excessive as inkstands which need not cost more than a few annas each would be found equally serviceable as the more expensive brass inkstands usually supplied to vernacular offices: and suggesting under the circumstances whether it would not be desirable to inform all district officers who have vernacular establishments, that they should not purchase these expensive articles, but should obtain cheaper inkstands at a price not exceeding a maximum to be now fixed by Government.

Government Resolution No. 30, dated 4th January 1881.

Government Resolution No. 3332, dated 10th September 1881.

Memorandum from the Commissioner, C. D., No. R.-2818, dated 26th June 1882—Forwarding, with reference to Government memorandum No. 859, dated 8th March 1882, one, No. 3180, dated 6th June 1882, from the Collector of Sátára, who submits a report from his Huzur Deputy showing the necessity for the purchase of 25 brass inkstands in that district, and observes that he trusts the report affords sufficient information to allay the fear entertained by the Accountant-General that Government money is being recklessly squandered: the Commissioner observing that the explanation afforded by the Huzur Deputy Collector, Sátára, is satisfactory.

RESOLUTION.—The information furnished by the Huzur Deputy Collector, Sátára, merely shows that the expensive brass inkstands supplied to the Mámlatdárs' office establishments have proved to be durable. Such solid articles naturally should wear well. There is however no reason why less costly inkstands, whether made of [illegible]er metal or of strong glass, should not with proper care prove [illegible] lasting. Elaborately constructed inkstands with compart[illegible] different coloured inks, gum and sand, appear altogether [illegible]ry for ordinary use in a Mámlatdár's kacheri or by a [illegible]ár's clerks. A pewter office inkstand can ordinarily be [illegible] for ten annas, and serviceable glass inkstands can be [illegible]ed for a considerable less sum, and with care such articles [illegible] last as long as the brass inkstands costing six times as much.

2. In future therefore the maximum charge which should be allowed for the purchase of inkstands for supply to officers of lower rank than a Collector or Assistant or Deputy Collector should be fixed at one rupee per inkstand. No charge in excess of this figure should be passed, and Government expect that as a rule it will not be necessary to pay more than about ten annas each for inkstands.

JOHN NUGENT,
Acting Secretary to Government.

To all HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices subordinate to them); the ACCOUNTANT-GENERAL; the POST MASTER GENERAL; the MINT MASTER.

Books Recommended.

NOTIFICATION.

For Drawing Classes in Government schools, the Superintendent, Sir Jamsetji Jijibhai School of Art, recommends the following books of examples (in supersession of those recommended in page 137 of the *Educational Record* for June 1881, No. 6, vol. XVII.:—

Poynter's South Kensington Drawing Book Series—published by Messrs. Blackie and Son, London, Glasgow, Edinburgh, and Dublin.

Elementary Freehand cards.
Four packets at 9 pence per Packet.
Freehand First-Grade cards.
Six Packets at 1 shilling each.
Freehand Second-Grade cards.
Four Sets at 1 shilling and 6 pence each.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
1st August 1882.

The Visitation of Primary Schools by District Officers.

NOTIFICATION.

The subjoined Government Resolution No. 275, dated 31st July 1882, Educational Department, is published for the information of Deputy and Assistant Deputy Educational Inspectors.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
4th August 1882.

No. 1275.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 31*st July* 1882.

Letters	
Letter from the Commissioner, S. D., No. 928, dated 31st March 1882.	Submitting with their remarks, reports on the working of the system of visitation of primary schools by District officers.
Letter from the Commissioner, N. D., No. 1182, dated 1st April 1882.	
Letter from the Director of Public Instruction, No. 255, dated 17th April 1882.	
Letter from the Commissioner in Sind, No. 1047, dated 10th June 1882.	
Letter from the Commissioner, C. D., No. R.-2658, dated 15th June 1882.	

RESOLUTION.—The rules may be considered to have worked very satisfactorily.

2. The Deputy Educational Inspector should, as proposed, furnish the Assistant Collector in his Division with programmes showing the dates on which he will visit particular places, in order that, if other duties permit, the Assistant Collector should arrange to meet him. Throughout the rules Deputy Collectors are of course included in the term Assistant Collectors.

C. GONNE,
Chief Secretary to Government.

To the COMMISSIONER in SIND; the COMMISSIONER, N. D.; the COMMISSIONER, C. D.; the COMMISSIONER, S. D.; the DIRECTOR of PUBLIC INSTRUCTION.

Sanitary Reports.

The subjoined Government Resolution No. 2998, dated 7th August 1882, General Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director Public Instruction.

Poona, Office of the Director of Public Instruction,
10th *August* 1882.

No. 2998.

GENERAL DEPARTMENT.

Bombay Castle, 7*th August* 1882.

Despatch from Her Majesty's Secretary of State for India, No. 17 (Statistics and Commerce), dated 15th June 1882:—

"I forward 300 copies* of a memorandum by the Army Sanitary Commission on the report of your Sanitary Commissioner for 1880.

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* 12 by mail; 288 through the Store Department.

"2. I notice with pleasure the decided improvement in the registration of vital statistics in the Presidency generally, also the comparatively satisfactory extent to which vaccination is carried out.

"3. On the other hand, in the investigation of local disease causes there is apparently considerable room for improvement. The perfunctory manner in which the outbreak of cholera in the Poona District is accounted for is an example of the need for greater care and more defined principles in such inquiries.

RESOLUTION.—A copy of the above despatch with its accompaniment should be published in the *Bombay Government Gazette* for general information.

2. Copies of the memorandum when received should be furnished to all Departments of the Secretariat for distribution among all Heads of Offices subordinate to them for information and guidance.

3. The remarks of the Sanitary Commissioner and the Collector of Poona should be invited with reference to the concluding portion of paragraph 9 of the memorandum.

4. The remarks regarding Neemuch in paragraph 20 of the memorandum are for the consideration of Government in the Military Department.

J. MONTEATH,
Acting Under-Secretary to Government.

To the SANITARY COMMISSIONER; the SURGEON-GENERAL with the GOVERNMENT of BOMBAY; the COLLECTOR of POONA; the MUNICIPAL COMMISSIONER for the CITY of BOMBAY; the MINT MASTER; the PRIVATE SECRETARY to His Excellency the GOVERNOR; the POST MASTER GENERAL; all other HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; the REVENUE and FINANCIAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution among Heads of Offices subordinate to those Departments); the SUPERINTENDENT, GOVERNMENT CENTRAL PRESS (with a copy of the papers, and with a request that he will be good enough to supply this Department with 425 copies of the Army Sanitary Commission's memorandum after it has been published in the *Government Gazette*).

Public Addresses to Government Officers.

NOTIFICATION.

The subjoined Government Resolution No. 2769, dated 22nd July 1882, General Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
10th August 1882.

No. 2769 of 1882.

GENERAL DEPARTMENT.

Bombay Castle, 22nd July 1882.

RESOLUTION OF GOVERNMENT.

From certain facts which have recently come to the notice of Government, it appears that there is a disposition on the part of Government officers to forget or evade the standing orders on the subject of the receipt by them of public addresses. These orders are contained in the Resolutions of Government noted in the margin. Government Resolution No. 167, dated 17th January 1874, contains distinct, comprehensive and stringent orders, and is republished now for general information and guidance :—

Government Notification dated 20th January 1872, published at page 121 of the *Bombay Government Gazette*, dated 25th idem.

Government Notification dated 8th August 1873, published at page 670 of the *Bombay Government Gazette*, dated 14th idem.

Government Resolution No 167, dated 17th January 1874.

Government Resolution No. 1082, dated 25th March 1882.

> "With the exception of Medical officers who have been allowed by Her Majesty's Secretary of State to receive addresses if the permission of Government be previously accorded, it is to be distinctly understood in future that no public servant holding an appointment made or confirmed by Government, or by any officer subordinate to Government, is under any circumstances to receive an address of any kind whatever—whether oral or written—or whatever its object may be, congratulatory, valedictory or otherwise.
>
> "2. Government regret that the instances brought to notice show that a tendency to forget the standing orders on this subject has lately sprung up, and that it has become necessary again to repeat them."

2. In republishing these orders, His Excellency the Governor in Council desires it to be distinctly understood by all members of the Public Service generally that the universal prohibition of such addresses, except in the case of the Head of a Government, must be enforced.

3. Government will in future require a strict observance of the standing orders on this subject, and will be obliged to mark any infraction of them with severe displeasure.

JOHN NUGENT,
Acting Secretary to Government.

To the REVENUE DEPARTMENT of the SECRETARIAT; the FINANCIAL DEPARTMENT of the SECRETARIAT; all HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to the Heads of Offices under those Departments); the ACCOUNTANT-GENERAL.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OF JULY TO THE 15TH OF AUGUST 1882.

17*th July* 1882.—Mr. K. R. Nanjiani, B.A., Third Assistant Persian Teacher, Elphinstone High School, is appointed Second Assistant Persian Teacher in the same School.

17*th July* 1882.—Mr. Ghulam Ahmed Munshi is appointed Third Assistant Persian Teacher in the Elphinstone High School, *vice* Mr. Nanjiani.

18*th July* 1882.—An extension of a month's sick leave is granted to Mr. F. B. Karani, Seventh Assistant Master (Gujarati Side), Elphinstone High School.

18*th July* 1882.—Mr. Dorabji Hirjibhai Vachha is appointed acting Seventh Assistant Master (Gujarati Side), Elphinstone High School, during the absence of Mr. Karani.

19*th July* 1882.—Mr. Pranjivan Narayan Doctor is appointed substantive *pro tem.* Ninth Assistant Master, High School, Surat.

21*st July* 1882.—Mr S. R. Datar, Sanskrit Teacher, Tanna High School, is appointed substantive *pro tem.* Third Assistant Master in the same School.

21*st July* 1882.—M. Vishnu B. Phatak, F.E.A., is appointed substantive *pro tem.* Sanskrit Teacher in the Tanna High School.

21*st July* 1882.—An extension of nine months' sick leave is granted to Mr. V. S. Deodhar, Fourth Assistant Master, Tanna High School.

21*st July* 1882.—Mr. Gopal Vinayak Kharkar is appointed acting Fourth Assistant Master in the Tanna High School during the absence of Mr. Deodhar.

21*st July* 1882.—Two months' privilege leave is granted to Mr. Dayalji D. Desai, Head Master, Wadhwan City English School.

21*st July* 1882.—Two days' extension of leave, without pay, is granted to Mr. Asharam Dolechund, Head Master, Morvi English School.

21*st July* 1882.—Mr. D. F. Hogan is permitted to resign his appointment of Second Assistant Mastership, Elphinstone High School, Marathi Side.

21*st July* 1882.—Mr. Ramchundra Vishnu Bhade is appointed Drawing Master, Satara High School, on probation.

21*st July* 1882.—Mr. Bhagavandas Kashiram is appointed Drawing Master, Surat High School, on probation.

21*st July* 1882.—Mr. Ganpat Jaganath is appointed Drawing Master in the Dharwar High School on probation.

22*nd July* 1882.—Mr. G. A. Shanchye is confirmed in his appointment as Seventh Assistant Master, Nasik High School.

22*nd July* 1882.—Mr. V. G. Narurkar is appointed Eighth Assistant Master, Nasik High School, on probation.

25*th July* 1882.—Mr. Trimback Moreshwar Marathi is appointed substantive *pro tem.* Fourth Assistant Master, Belgaum High School (Marathi Side).

26*th July* 1882.—Mr. Nagarji Dayabhai Naik is appointed a Fellow in the Gujarat College, Ahmedabad.

29*th July* 1882.—Mr. Dathe Krishna Deodhar is appointed Drawing Master, Rajaram High School and College, Kolhapur.

5*th August* 1882.—Mr. D. K. Nariman is appointed acting First Assistant Master, Shikarpur High School.

7*th August* 1882.—Mr. Hari Ganesh Godbole is confirmed in his appointment as First Assistant Master, Kalyan English School.

10*th August* 1882.—A month's leave, without pay, is granted to Mr. Ganesh Shastri in the Rajaram College, Kolhapur.

10*th August* 1882.—Mr. Vaman Shastri Chikodikar is appointed substantive *pro tem.* Shastri in the Rajaram College, Kolhapur, during the absence of Mr. Ganesh Shastri.

11*th August* 1882.—One month's privilege leave is granted to Mr. Hari Narayan Kirpakar, Fifth Assistant Master, Dhulia High School.

11*th August* 1882.—An extension of leave, without pay, up to 31st March 1883, is granted to Mr. Sakharam Ramchandra Kirloskar, First Assistant Master, High School, Ratnagiri.

15*th August* 1882.—Mr. K. M. Joglekar, M.A., is confirmed in his appointment as Third Assistant Master, and is now appointed Second Assistant Master, Elphinstone High School.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
18*th August* 1882.

Bombay Educational Record.

No. 10.] OCTOBER 1882. [Vol. XVIII.

THE MONTH.

The Education Commission will assemble at Calcutta for their second General Session on the 5th of December. They will probably sit for three months and their final report will be submitted to the Supreme Government before the commencement of next rains.

The Madras *Journal of Education* last year languished and died. It was started by Mr. Fowler in 1859, and during his connection with it for nearly 16 years it was well and energetically conducted, and its usefulness was freely acknowledged by every up-country schoolmaster. Under vigorous management a magazine of this sort never fails to make itself indispensable to the Educational Department and to the masters of private schools; and we are glad to learn that the proprietors of the late *Journal* have determined to revive it. The first number of the new series has just been published by Messrs. Vest and Co., Madras, under the title of *The Madras Educational Record.* We heartily wish our twice-born contemporary a long and prosperous career.

The following interesting Report has been made to the Manchester School Board by Mr. Herbert Birley and Mr. William Hughes, who were deputed to visit the schools of Paris, with special reference to the system of manual instruction pursued in those schools:—

"In accordance with the resolution of the Board we visited Paris, and inspected some of the principal schools provided for elementary education.

"The letters of introduction kindly furnished to us by Mr. Samuel-[illegible] (the chairman of the Royal Commission), by Dr. Roscoe, and [illegible] Palgrave (secretary of the Commission), secured for us all necessary attention from the authorities in Paris, who gave us a general letter addressed to the directors of a large number of schools, of which schools we were enabled to make a fair selection.

"The day-schools of Paris may be divided into three distinct classes:—

1. THE SALLES D'ASILE, or, as they are now more suitably called, ECOLES MATERNELLES.
2. ECOLES PRIMAIRES, or ordinary elementary schools, in some of which manual instruction has been introduced.
3. ECOLES D'APPRENTISSAGE—*i.e.* apprenticeship schools, or sch[illegible] in which a few trades are taught in combination w[illegible]ary school instruction.

"T[illegible]pid advances which have been made in Paris with regard to [illegible]ca[illegible]n, in the last few years, have introduced changes which are natur[illegible] up to this time only in the stage of experiment: but the earnest zeal which is evidently thrown into the work both by the Government and its chief permanent officials, must secure for the working classes many advantages which will materially assist in the development of the national character and intelligence.

"The ECOLES MATERNELLES are the infants' schools of Paris; but they differ materially from similar schools in England. They are open from 7 A.M. until 7 P.M. in the summer, and from 8 A.M. to 6 P.M. in the winter, every day excepting Sunday; and the children remain at the schools the whole of the ten or twelve hours without intermission. The infants are admitted from two or three to seven years of age. There is no school-fee; but there is a charge of 1*d*. per week for provisions, which are supplied to the children during the day, excepting bread, which they are expected to bring with them. In these schools the directress for the day assumes the position and duties of the mother, and thus exercises a material influence and authority over the children at a tender age. These institutions are at once the nurseries, the schools, and the homes of the children; there does not appear to be any general feature in them which we could recommend for adoption in the Board-schools of Manchester. We are of opinion, however, that parents will find the advantage of sending their children to school at an early age in order that they may be trained, as in Paris, in habits of order and prompt obedience, of punctuality and submission to authority, and may thus become accustomed and reconciled to regular [illegible] attendance at school.

"THE ECOLES PRIMAIRES are conducted in large and commodious buildings, on the separate class-room system. These schools are all free, and a complete system of compulsion from six to thirteen years of age will be put into operation in October next. At present it does not appear that there is any unwillingness on the part of the parents to send their children to school, excepting as they approach to twelve or thirteen years of age, when there is an anxiety, such as exists in this country, to place them in situations to earn their own livelihood.

"After a careful examination of the processes of ordinary instruction employed in the schools of Paris, we are not disposed to recommend any changes in the methods which are in such successful operation in our own Board-schools. There are some matters of detail, of which the organising master, Mr. Sutton, has taken due note, which may be useful, and which may be gradually introduced. The two features in which there is any fundamental difference, compared with our schools, are:—

(1) The introduction of 'manual instruction' into some of the boys' schools, which, from its apparent success, is likely to become general.

(2) The more general and methodical teaching of drawing in the schools, which gives an important training both to hand and eye.

"The primary object of the manual instruction is to familiarise the boys with the tools and instruments which are used in the ordinary mechanical trades, to give them dexterity of hand and to bring them up in habits of industry. As a physical exercise manual instruction is of importance, and forms a healthful and agreeable variety to the course of intellectual training.

"The manual instruction is rendered more interesting and useful by short lectures given each week on the nature of various kinds of wood and other materials employed. Thus specimens are shown of the tree in its native state, and in its different forms up to some finished article. The boys are allowed to take home the complete specimens of their work. The instruction in manual labour does not interfere with the ordinary course of the school work. The time allotted to it is left to the discretion of the director, and in the schools which we visited the hours for manual labour were from 7 to 8-30 A.M. and from 4 to 5-30 P.M. At present, only boys of twelve years of age and upwards are allowed to go to the workshops, and the attendance is voluntary; for the most part, however, the boys show a decided taste for these school-workshops. It is in contemplation to make manual instruction compulsory.

"We do not hesitate to recommend the Board to introduce into one or two schools manual occupations, by way of experiment. The schools we would suggest for this purpose are the Lancastrian, in Marshall Street, Oldham Road, and the Sharp Street Schools—the former having children of a somewhat superior class, paying higher fees; the other situated in a poor locality, at the lowest scale of fees. In these schools there is the needful space, and the experiment can be made at a very slight cost. We have reason to believe that the Education Department would be willing, if application were made, to authorise the Board to employ the time now allowed by the Code for military drill in such manual occupations, inasmuch as they involve physical exercise, which is a primary object of the military drill.

"With regard to drawing, the arrangements already made by the Board have led to a considerable improvement in the character of the instruction given in the schools; and Mr. Sutton's notes, which have been carefully taken, will, no doubt, enable the Board to introduce further improvements, both in the apparatus and methods of instruction, and for this purpose we suggest, generally, that greater attention be given to freehand and mechanical drawing from suitable models and casts in all schools.

"The EVENING SCHOOLS comprise:—

(1) Special art classes of the very best character, which correspond with our drawing classes under the regulation of the Science and Art Department; and

(2) Classes for commercial instruction, which correspond with our evening-schools and language-classes.

"From the inquiries we made, there appear to be about 2,000 students in the special art classes, and an equal number in the commercial classes—in all about 4,000 evening-class pupils out of a population of more than 2,000,000. Numerically, the evening-classes under the Manchester School-Board are much in advance of the evening-classes of Paris as compared with the population of these cities; and in all the subjects, excepting drawing, our students, so far as our own observations extended, are fully on a par with the French.

"One important point of difference between the French and the

English schools, both day and evening, is, that the French schools are free of charge, whilst in the English schools a fee is almost invariably required.

"The APPRENTICESHIP SCHOOLS, of which we visited three, are interesting studies, and, no doubt, serve some practical purpose in the city of Paris. They do not seem to us necessary in an industrial centre, such as Manchester; but, with some modifications, might serve as types of schools for technical education in this country. Of the three schools which we visited, two are municipal establishments. The third—viz., L'école St. Nicholas, in the Rue Vaugirard, which is conducted by a charitable association, under the superintendence of the Christian Brothers—is an institution of long standing, and of acknowledged reputation. The boys reside in the establishment, and are admitted at thirteen or fourteen years of age for a course of three or four years instruction. Several branches of manufacture are carried on here under the direction of competent labour masters, and work is supplied to the schools by some of the largest Parisian houses. The payment for board and instruction is 35 francs per month, and the school is said to be self-supporting, or nearly so.

"The two municipal schools which we visited are day-schools, and are entirely free, involving, therefore, a large public expenditure. They differ from each other to some extent in their modes of operation, but are in both cases mainly intended to obviate the difficulties arising from the division of labour in the workshops, and to enable the pupils to understand the several branches of the trades in which they are engaged. The pupils select, at the beginning of the second year, any trade that is taught in the establishment. It must be of great advantage to the apprentices who pass through these schools that they receive excellent school instruction, and are taught at the same time the trades to which their inclination directs them, the arrangement for this purpose being very complete.

"The SCHOOL OF DOMESTIC ECONOMY, for girls—the only one of the kind in Paris, so far as we could learn—has classes for dress-
aking, embroidery, laundry-work, and cooking. The pupils enter
classes at about twelve years of age, but some of them were
older, reaching to seventeen years. The cutting-out
ne by measurement, and models of the human figure
s purpose. The girls who devote their time to

embroidery are in some cases paid for their work. In the cooking classes there were only fifty-five pupils; and although Paris stands high in the culinary art, it is evident that this important branch of domestic economy has not been acquired in the elementary schools.

"Whilst acknowledging to the fullest extent the excellence of the instruction and the admirable order and discipline of the French schools which we were permitted to visit, we are not prepared to recommend to the Board any general or organic changes, either in the course or in the methods of instruction given in our schools.

"The primary object of our visit to Paris was to inspect the system of manual instruction in the day-schools; and we believe that the experiment we have already suggested, and the introduction of improved appliances, and better methods of instruction in drawing in all our schools, may contribute in some degree to the solution of the difficulties surrounding the question of technical education in this country."

ON THE TEACHING OF HISTORY IN SCHOOLS.

(*Continued from p.* 201.)

I have been in the habit of forbidding any other dates to be learned than those on the above lists; and, in the case of list No. 3, I have laid but little stress on the dates, freshly imported into it, considering the 50 already acquired quite enough. But I have insisted that those 50 should be thoroughly known, and that the date should recall the event as readily as the event the date. Dates in themselves are absolutely barren and useless, and a great weariness to the flesh of the young. But as centres round which events may be allowed to crystallize, or as milestones to make the stages of our journey, they can be employed with great advantage. It would no more help us in studying a period of history to learn up the dates beforehand, than it would, before starting on a journey to Exeter, to make a collection of the sign posts and milestones. In their proper places, both are good and serviceable enough, and will help us to fix and arrange our information; out of their proper places, both are alike mere lumber, and very wearisome to carry.

At the risk of being tedious, I must once more, before I go on, refer to my three stages of pupils, and to the nature of the lessons to be given to them. With the beginners in stage No. 1, I think the teaching ought to be entirely oral: later on, a lesson in a tex book, to be prepared at home, might be introduced about ev third time. In the second stage, the lessons should be alter oral and questioning-lessons on text-book work prepa In the third stage, only one lesson in every three s i. e., of the nature of a lecture. I have always given my colleagues when I have had command of the History-work :—Let each entry on your card be made first of all the subject of an oral or lecture-lesson, more or less elaborate according to the age of your pupils and the time at your disposal: and then point out and mark the passages in the text-book which you wish to be prepared in connection with your lecture lesson, and dictate (with pupils in the higher stages), wherever it seems advisable, some few selected quotations from other histories. Let your questioning-lesson bear as much on your lecture as on the prepared portion of the text-book. And lastly, never forget, when passing from one entry to the next, to supply a connecting narative, either *viva voce* and of your own, or by requiring your pupils to read their text-book aloud. Of course, the text-books will differ for the different stages. In setting the work for each term in succession I go regularly through the periods; and the cards or lists themselves, settle the amount of work for each class. For instance, suppose I have set for one term the entries from 1215 A.D. to 1428 A.D.: then, those using list No. 1 will have *seven* points to attend to; those using list No. 2 will have the same *seven* and *three* more, or 10 in all;—those using list No. 3 will have the same *ten*, and *three* more, or 13 in all. By this means the work is kept carefully graduated, and also perfectly homogeneous and continuous. As a pupil rises from class to class, there is no appalling gap in his work.

I must not end, however, without supplying a list of the European epochs which I have urged teachers so strongly to introduce. I confess I do so with a little fear and trembling. I am only too conscious that all the History I learnt at school was the outlines of English History, and the early History of Greece and Rome; and, though I have striven in later life to fill up what I cannot but look upon as a serious gap in my earlier training, I have not yet been able to do enough to make me very confident as an adviser. I will therefore put forward my list as only a tentative rough sketch, and will gladly welcome corrections or additions.

EPOCHS OF GENERAL HISTORY.

1. Greece.		
The leadership of Periklês at Athens	B.C.	444
Alexander the Great, King of Macedonia		336
2. Rome.		
The Empire		27
3. Teutonic Invasions.		
Rome taken by Alaric, the Visigoth	A.D.	403
Defeat of Attila at Châlons		451
4. The Rise of the Mohammedan Power.		
Saracen Conquest of Spain		710
The fall of Granada		1492
5. The Franks.		
Charles the Great, Emperor of the West		800

6. The Crusades.	
First Crusade	1096
Acre taken by the Mohammedans	1291
7. The German Empire.	
Frederick II., Emperor	1220
The Hanseatic League makes war on Sweden and Denmark	1534
8. The Rise of the Ottoman Empire	
The Turks take Constantinople	1453
9. The Italian Commonwealth in the 14th and 15th centuries.	
Florence expels the Medici	1494
10. The Reformation.	
Luther burns the Bull of Pope Leo X.	1520
England's final breach with Rome	1534
Calvin at Geneva	1536
11. Spain and the German Empire.	
Charles V. crowned Emperor	1530
Philip II. annexes Portugal	1580
12. The Rise of the Dutch Republic.	
Union of the Seven Provinces	1581
13. The Thirty Years' War.	
Revolt in Bohemia	1618
14. France.	
Louis XIV., King of France	1643
15. The Rise of Russia.	
Peter the Great, sole Emperor of Russia	1689
16. The Rise of Sweden.	
Charles XII., King of Sweden	1697
17. Prussia and the Seven Years' War.	
Frederick the Great, King of Prussia	1740
War commences	1756
18. French Revolution, and First Empire.	
Convocation of the States-General	1789
Waterloo	1815

I shall be naturally asked, on what scale I propose that each epoch should be treated. I answer, on as large a scale as the time at our disposal will permit; and that I should not advise any one to enlarge the scale by going into minute details, but by stretching further back into the past for introductory matter and causes, or further forward into the future for consequences and developments. The epochs of General History, which I have just given, should, I think, supply work for about two years, or six terms. Mr. Freeman's *General Sketch of European History*, and primer of *Europe*, supplemented by the *Epochs of Modern History* and *Ancient History*, published by Longmans, will do very well as text-books for the present; though Mr. Freeman's books are not large enough for my purpose, and are crammed far too full of detail. Of course, no teacher of History will need to be reminded that, for the preparation of his lessons, whether on English or General History, he will require more books and larger books than those his pupils use. But every school library should be able to supply these in sufficient numbers.

I have urged strongly the necessity for exciting the interest and curiosity of the young, and indeed of all learners, in the subjects which we use at school as our instruments of education; and I have pointed out that this is especially desirable in the case of History. In order to create and foster this interest and curiosity, I have lately taken the pains to compile a catalogue of "Historical Novels and Tales," arranging them under the different countries they refer to, and classing them according to their periods and subject-matter. Teachers will, I know, find it a great help in their history teaching, if, when dealing with any period, they will mention to their pupils the names of two or three good novels or tales, whose plots are taken from subject-matter in hand. The little harm which the fancy and invention of the writer may do will be amply compensated for by the extra brightness of interest which is sure to be gained, by this means; and very instructive and lively discussions may be readily introduced as to the author's accuracy of fact and truth of colour. Teachers will see that they have ample scope for choice of books, when I state that my catalogue contains considerably over 1,000 names; and that for "England" alone I have about 580.* With regard to this, my last point, I will conclude with the words of Jean Paul—"It is not the intention of sportive instruction that the child should be spared effort, or delivered from it; but that thereby a passion should be awakened in him, which shall both necessitate and facilitate the strongest exertion."

ON THE TEACHING OF READING.

(Continued from p. 205.)

Mrs. Harper's evidence, above referred to, is so valuable that I shall give the following *résumé* of it from the "Minutes of Evidence."

Mrs. Harper has from 50 to 60 little children from three years upwards under her, and uses Robinson's adaptation of the Phonic method, which she calls a sort of perfection of the old Phonic method—by means of the marks both under and over letters to mark their sounds; for example, *ŏŏ* in "good" to distinguish it from *oo* in "food"; or ü in "full" to distinguish it from *u* in "cut." She had previously been teacher at the Wakefield Lancastrian School, and the Reports of the Government Inspectors on classes taught there under her superintendence by various teachers bear witness to the excellence of her method. One inspector says—"The results of the Phonic method of teaching to read surprised me." Another,—"Great pains are bestowed on the reading throughout the school, and the peculiar system by which it is taught to the younger children is certainly, judging by the result, successful; inasmuch as they all, both the older and the younger, are able to read with unusual clearness, facility, and intelligence."

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* The Catalogue will be published early in May, by Mr. E. Stanford, 55, Charing Cross, S.W.

Mr. J. G. Fitch reports,—"The special merit of the school is the Reading." Another inspector says,—"The excellence of the Reading deserves special mention." Mrs. Harper in her evidence states that in Mr. Robinson's adaptation there are 65 sounds printed in ordinary type. She has no need of any new letters or digraphs; never, for instance, found the least difficulty in teaching the sound of *au*. The children began by learning the 65 sounds and combinations in about six weeks. To the question, "You would be able to apply your system with much greater ease if we had the Phonetic spelling?" She says, "No, I do not see that there is any need for any change whatever."

To the question, "You would still teach the powers of the letters?" she replies, "We go entirely by the powers of the letters." Further,—"Learning the powers of the letters phonically as *p* for *pe*, *b* for *be*, teaches children to speak and pronounce very distinctly and correctly, and it does away with all provincialisms."

And being asked, "You find practically that children lose their provincialisms?" her reply was, "yes." Further—"The word '*mesmerism*' would be no more difficult than the word 'too.' The children would know the sounds *m' e s m' e r i s m'*, and would say the word *mesmerism* at once."

On being asked how to deal with a word like "*peasant*," Mrs. Harper replied, "It contains a silent letter not seen before. We never give dictation without the black-board, nor reading either. The children are taught to write at the same time that they are taught the sounds." Also,—"As soon as we begin to teach Reading, we begin to teach Writing; the two go side by side." On being asked, "You teach the powers of the letters on the Phonic system? you have no other system?" her reply was, "Yes; on the Phonic system only."

To the question, "But suppose our words were made regular—suppose such a word as *said* were spelt *s e d*, you could apply your system immediately?" she replied, "Yes." She explained also that, after she had taught the pupil-teachers the sounds altogether for about a fortnight, she "could comfortably leave them to their own classes."

In concluding Mrs. Harper's invaluable evidence, I quote the following report from the Government Inspector. "Of the Voluntary Schools within the Borough, the Lancastrian Schools deserve special notice for the excellent manner in which they are conducted. In the infant department the Phonic method of reading is taught on a peculiar plan, and I have every reason to be satisfied with the results."—(Report of the Committee of Council on Education—England and Wales, 1875—6, p. 342.)

On the history of the Phonic method a few words may be of interest. Mr. William Chadwick, Head-master of the Lancastrian Schools, Wakefield, in an account of the Phonic system that appeared last year in an educational monthly journal, stated,—"Mr. W. S. Robinson, of Wakefield, was the inventor of this system." When schoolboys are asked, "Who was the inventor of printing?" the ready answer is, "William Caxton." Mr. Chadwick, by the above assertion, makes a similar historical mistake. Mr. Robinson himself never claimed to be the inventor of the "Phonic system." In his little brochure, entitled, "Phonetic Reading, and how to [illegible]" published in 1876, he speaks of various "defective Phonic methods," and claims to have effected an "Extension of the Phonic principle" by means of a better classified alphabet. In my opinion, there is only *one* Phonic method, but that method of course admits of various adaptations, and such an adaptation, and a good one, Mr. Robinson has effected, and made it prevail in some parts of England; and all honour to his name for having done a good work! You may, if you like, speak of Mr. Robinson's Phonic system, but he is *not* the inventor of the Phonic method of teaching Reading.

Dr. Stockmayer, the accurate writer of the excellent article on "Leseunterricht," in Dr. A. K. Schmid's "Encyclopädie des gesammten Erziehungs-und Unterrichtswesens," Vol. 4, says—"Die Lautirmethode ist unstreitig das Werk Stephani's, früheren Pfarrers in Kastell und nachmaligen bairischen Schulraths."—"The Phonic method is doubtless the work of Stephani, formerly pastor in Kastell, and afterwards Bavarian School Councillor."

Stephani published the principle of his method in 1803, but explained it more fully in a work published in 1814. His method gradually made its way far and wide in Germany; and most of the methods that afterwards sprang up there are founded on it. That it should have travelled to England and America, and taken root there, is quite natural; the only wonder is that it took such a long time in coming; and that, when it had come, its advantages should have required so long to show its head above the low level of routine, and of methods condemned long ago by everyone who knows anything on the subject.

(*To be continued.*)

BOOKS RECEIVED.

The Editor acknowledges with thanks the receipt of the undermentioned publications:—

1. The *Madras Educational Record* (New Series), for September 1882.

2. *Bengal Magazine* for September 1882.

3. Report on Public Instruction in the Central Provinces, 1881-82.

GOVERNMENT CENTRAL BOOK DEPOT.

LIST OF NEW BOOKS RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH AUGUST TO 15TH SEPTEMBER 1882.

New Books received from England.

ENGLISH.

	Rs.	a.	p.
Gardiner's Outlines of English History, B. C. 55—A. D. 1880.	1	4	0
Scott's Rokeby, with Notes	0	[illegible]	0

New Works published by the Department.

ENGLISH.

	Rs.	a.	p.
Bacon's Advancement of Learning. Edited for Indian Students, by F. G. Selby	2	8	0

New editions published by the Department.

ANGLO-MARATHI.

	Rs.	a.	p.
Tarkhadkar's Translation Series. Book I. Part I., 3rd edn.	0	3	6

ANGLO-GUJARATHI.

	Rs.	a.	p.
Wells's English Exercises, Part III., 3rd edition	0	7	0

MARATHI.

	Rs.	a.	p.
Departmental 4th Book, 8th Stereotyped edition	0	8	0

GUJARATHI.

	Rs.	a.	p.
Mahipatram's Manual of Gujarathi Etymology, 2nd edition	0	3	0
Hope's Departmental 3rd Book, 12mo., Stereotyped edition	0	4	0

HINDUSTANI.

	Rs.	a.	p.
Sayad Abdul Fattah's Second Book, Lithographed, 5th edition	0	4	0

Fresh supply of Books purchased by the Department.

ENGLISH.

	Rs.	a.	p.
Jacob's Guide to English Parsing	0	2	0

GUJARATHI.

	Rs.	a.	p.
Dalpatram's Hunnar Khanani Chadhai	0	1	0
Standard Copy-slips, No. I	0	3	3
Ditto ditto No. II.	0	3	0
Ditto ditto No. III.	0	1	4
Ditto ditto No. IV.	0	1	4

N. V. BAPAT,
Curator.

DEPARTMENTAL NOTICES.

Travelling-Allowance Bills.

NOTIFICATION.

The subjoined circular from the Accountant-General, No. 48, dated 14th August 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
26*th August* 1882.

Purpose of Journey to be briefly stated in Travelling-Allowance Bills.

CIRCULAR No. 48.

GAZETTED AUDIT DEPARTMENT.

From the ACCOUNTANT GENERAL, Bombay; to all HEADS of DEPARTMENTS, COLLECTORS, and TREASURY OFFICERS.

Bombay, 12*th August* 1882.

The attention of officers is requested to the appended copy of Government Resolution, Financial Department, No. 2700, dated 22nd July 1882, which prescribes the manner in which the column "Purpose of Journey" in travelling-allowance bills is to be filled in.

A. COTTERELL TUPP,
Accountant-General.

Travelling-Allowance: Bills for—to specify nature of duty.

No. 2700.

FINANCIAL DEPARTMENT.

Bombay Castle, 22*nd July* 1882.

Letter from the Accountant General, No. G.A.-5068, dated 4th July 1882—Enquiring whether it is sufficient to enter in the column headed "Purpose of Journey" in the prescribed form of travelling-allowance bill on page 308 of the Civil Account Code, Volume I., simply the words "on public duty," as this term appears to be too vague and applies equally to all officers on all occasions; observing that he is of opinion that the entry in the column in question should be something like the following:—"inspection," "examination of record," "local investigation," "conference with —" &c., &c., so as roughly to indicate the *nature* of the public duty that necessitated the journey; and requesting instructions of Government as to whether he should enforce this rule.

RESOLUTION.—The opinion of the Accountant-General that the nature of the public duty should be briefly stated seems correct. Orders should be issued accordingly.

J. MONTEATH,
Acting Under-Secretary to Government.

Stores.

NOTIFICATION.

The subjoined Government Resolution No. 5403, dated 11th August, Revenue Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
28th August 1882.

Stores required for use in Government Offices: Government of India instructions regarding the purchase of—

No. 5403

REVENUE DEPARTMENT.

Bombay Castle, 11*th August* 1882.

Letter from the Officiating Assistant Secretary to the Government of India, Department of Finance and Commerce, No. 2488, dated 20th July 1882:—

"In acknowledging receipt of your letter No. 4122, dated 27th June 1882, I am directed to state that the articles specified in the margin, of which small quantities are included in the indent for stores required for the use of the Government Photozincographic Office at Poona, should, if possible, in future, be obtained of Indian manufacture, whether required in large or small quantities.

Acid, sulphuric.
Alcohol, ordinary.
Hydrosulphuret of ammonia.
Protosulphate of iron.
Turpentine, best spirits.
Nut galls.
Sand, fine.

"2. I am to add that the fact that an article is only required in small quantities for use in any Government office is, in the opinion of His Excellency the Governor-General in Council, an additional reason for attempting to procure it of Indian manufacture."

RESOLUTION.—Copy of the Government of India's letter should be communicated to the Survey and Settlement Commissioner and the Accountant-General for information and guidance with reference to Government Resolution No. 4121, dated 26th June 1882.

2. Copies should be communicated to the other Heads of Offices under the Revenue, Financial and General Departments, and also to the other Departments of the Secretariat.

J. MONTEATH,
Acting Under-Secretary to Government.

To the MINT MASTER; the POST MASTER GENERAL; the PRIVATE SECRETARY to HIS EXCELLENCY the GOVERNOR; the ACCOUNTANT-GENERAL; all other HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS; the FINANCIAL DEPARTMENT of the SECRETARIAT; the GENERAL DEPARTMENT of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices subordinate to those Departments).

Pay and Allowances.

NOTIFICATION.

The subjoined Government Resolution No. 3103, dated 16th August 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
29th August 1882

Pay and Allowances : Rules for regulating the powers of Local Governments in sanctioning the appointment of one officer to hold two or more appointments, and the grant of allowances in such cases.

No. 3103.

FINANCIAL DEPARTMENT.

Bombay Castle, 16*th August* 1882.

Resolution of the Government of India, Department of Finance and Commerce, No. 2662, dated 27th July 1882 :—

"READ again—

Resolution in the Department of Finance and Commerce, No. 2679, dated 31st August 1878, laying down rules to regulate the powers of Local Governments to sanction special additions to salaries which are not authorised by any general or special orders of the Government of India.

Letter in the Department of Finance and Commerce to the Accountant-General, Bombay, No. 3377, dated 4th October 1881, stating, in reply to an enquiry by the Accountant-General, that the sanction of the Government of India was requisite to the grant of additional remuneration to a public officer, in the shape of a local allowance, for the performance of duties alien from those of his proper office, whether such allowance was payable from Imperial or Provincial Revenues, and whatever the emoluments of the officer might be.

Letter in the Department of Finance and Commerce, to the Government of Bombay, No. 2303, dated 31st December 1881, stating that the orders in the letter to the Accountant-General, Bombay, No. 3377, dated 4th October 1881, were not intended to interfere with the combination of two or more sanctioned offices in one officer in cases in which allowances for such combination were regulated in accordance with rules in Chapter VII. of the Pay and Acting Allowance Code.

Read—

Letter from the Government of Bombay, No. 2128, dated 9th June 1882, referring for orders certain questions which have been raised by the Accountant-General, Bombay, in connection with the above-mentioned orders of the 4th October and 31st December 1881.

"RESOLUTION.—His Excellency the Governor-General in Council has considered it necessary to lay down the following rules regarding the powers of Local Governments in sanctioning the appointment of one officer to hold two or more appointments at the same time, and the grant of allowances in such cases. The orders of the 4th October and 31st December 1881, read in the preamble, are hereby withdrawn.

(1.)—A Local Government may grant a local allowance to an officer paid from Provincial Revenues, provided the officer's total emoluments, including the local allowance, do not exceed Rs. 250 a month.

(2)—A Local Government cannot, without the previous sanction of the Government of India, appoint an officer to hold two appointments as a permanent arrangement, unless the pay of the appointments is a Provincial charge, and unless their aggregate pay does not exceed Rs. 250 a month. A Local Government may, as a temporary measure, appoint one officer to two or more appointments without the sanction of the Government of India, and in such case the emoluments of the officer will be regulated by the rules in Chapter VII. of the Pay and Acting Allowance Code.

(3)—If a local allowance is sanctioned by the Government of India on the understanding that it shall be drawn by any officer who may perform the duties for which it is granted, the sanction of the Government of India will not be required a second time in the case of any particular officer to whom the Local Government may assign the duties.

"2. The foregoing rules shall not have retrospective effect in respect of allowances now drawn, or appointments already made, so far as regards present incumbents; but they must be strictly applied in the future whenever there is a change of incumbents, and the sanction of the Government of India should be obtained in every future case in which it may be necessary to do so under the rules now prescribed."

RESOLUTION.—The Resolution of the Government of India has been republished in the *Bombay Government Gazette*, dated 3rd instant, from the *Gazette of India*.

2. Copies should be forwarded to all Departments of the Secretariat (excepting the Legislative and Separate Departments), the Accountant-General, the Commissioner of Customs, Opium and Abkári, and the Collector of Salt Revenue, for information and guidance, with reference to Government Resolution No. 630, dated 21st February 1882.

3. Copies should also be forwarded to all other Heads of Offices for information and guidance.

J. MONTEATH,

Acting Under-Secretary to Government.

To all HEADS of OFFICES under the REVENUE, GENERAL and FINANCIAL DEPARTMENTS of the SECRETARIAT; the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (excepting the Legislative and Separate Departments, with spare copies for distribution to Heads of Offices subordinate to them); the ACCOUNTANT-GENERAL; the COMMISSIONER of CUSTOMS, OPIUM and ABKARI; the COLLECTOR of SALT REVENUE; the POST MASTER GENERAL; the MINT MASTER; the PRIVATE SECRETARY to HIS EXCELLENCY the GOVERNOR.

Local-Fund Postage-Charges.

NOTIFICATION.

The subjoined Government Resolution, No. 3077, dated 14th August 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
31st August 1882.

Local-Fund Postage-Charges.

No. 3077.

FINANCIAL DEPARTMENT.

Bombay Castle, 14*th August* 1882.

Ahmedabad.	Surat.
Kaira.	Thána.
Panch Maháls.	Kolába.
Broach.	

Letter from the Commissioner, N. D., No. 2463, dated 24th August 1881—Submitting, with reference to paragraph 2 of Government Resolution No. 4027, dated 15th November last, reports from the Collectors named in the margin, showing the increase in the Local-Fund postage-charges in consequence of the introduction of the new rules.

Letter from the Commissioner in Sind, No. 5174, dated 7th November 1881—Stating that the orders of Government do not seem to have been thoroughly understood and carried out in some Collectorates in Sind, so a really accurate account of the cost of Local-Fund postage cannot be given, and making remarks.

Memorandum from the Commissioner, C. D., No. R.-5119, dated 23rd December 1881—Submitting a statement compiled from the information supplied by the Collectors, showing the Local-Fund postage charges under the old and under the new rules as far as the same is obtainable up to date; stating that the information is not very complete, and that in the case of Násik the Collector has expressed his inability to furnish it at all until after the close of the calendar year 1881, and that when received it will be duly communicated to Government.

Memorandum from the Commissioner, C. D., No. R.-252, dated 18th January 1882.

Memorandum from the Commissioner, S. D., No. 374, dated 11th February 1882.

Memorandum from the Commissioner, C. D., No. R.-1808, dated 28th April 1882—Submitting, with reference to Government Resolution No. 1215, dated 31st March 1882, a letter from the Collector of Násik, No. 1856, dated 17th April 1882, who forwards, with reference to Government Resolution No. 4027, dated 15th November 1880, a statement showing the cost of Local Fund postage under the former and under the new rules in his Collectorate during the calendar years 1879 and 1881; observes that the year 1879 has been taken for comparison as that was the last complete year during which the old system was in force, but the data are incomplete as no details can be given of the service stamps used for Local Funds correspondence by the Collector and his Assistants in the absence of separate accounts of the same, and that the orders contained in Government Resolution No. 4377, dated 10th December

1880, appear not to have been understood in his Account Office; and adds that two sets of accounts not having been kept, it is not feasible to give any comparative figures for the year 1881.

Letter from the Commissioner, S. D., No. 2177, dated 18th July 1882 – Submitting, with reference to Government Resolution No. 4027, dated 15th November 1880, a statement for his Division, showing the Local-Fund postage charges actually incurred during the year 1881-82 under the new rules and those that would have been incurred had service labels been used under the old rules; stating that no expenditure has been incurred on account of non-service labels by the Collector and President, District Local-Fund Committee, Belgaum; appending a list of officers to whom he would recommend a permanent advance out of Local Funds for prepaying postage on parcels of Local-Fund correspondence, as required in Government Resolution No. 1215, dated 31st March last; and observing that as regards the general question of the desirability or otherwise of effecting a change in the existing postal rules for Local-Fund and Municipal correspondence, he concurs with the Collectors and Presidents in considering that if Government are not inclined to grant the Local Funds and Municipalities entire exemption from the new rules, they should at least concede them the privilege of paying for the postage at the rates prescribed for conducting official correspondence; and adding that the concession asked for would not only save a great deal of trouble without causing a heavy loss to Government but would be quite consistent with the declared wish of Government to encourage local self-government institutions.

RESOLUTION.—Under the circumstances brought to notice and considering how nearly allied Local Funds are to public revenues, the Government of India should be requested to allow the small benefit which would accrue to those funds from having correspondence regarding them treated as official correspondence, the service stamps used being as before paid for from the funds. All that the general revenues would lose thereby is the difference between the charges for official and for private correspondence, while the difficulties arising out of the present rule would be removed.

J. MONTEATH,

Acting Under-Secretary to Government.

To the COMMISSIONER, N. D.; the COMMISSIONER, C. D.; the COMMISSIONER, S. D.; the COMMISSIONER in SIND; all COLLECTORS, including the COLLECTORS and DEPUTY COMMISSIONERS in SIND; the ACCOUNTANT-GENERAL; the POST MASTER GENERAL; the SUPERINTENDENT of STAMPS; the EDUCATIONAL DEPARTMENT of the SECRETARIAT; the PUBLIC WORKS DEPARTMENT of the SECRETARIAT; the GOVERNMENT of INDIA (by letter).

Superannuation.

NOTIFICATION.

The subjoined Government Resolution, No. 5500, dated 15th August 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
1st September 1882.

Superannuation : Annual statements of Officers who will attain the age of 55 years in the course of the succeeding year, to be submitted at the close of December each year.

No. 5500.

REVENUE DEPARTMENT.

Bombay Castle, 15th August 1882.

Memorandum from the Commissioner, S. D., No. 1735, dated 13th June 1882—Submitting a letter No. 1850, dated 20th May 1882, from the Acting Collector of Dhárwár, who recommends that Swámiráo Lingo, kárkun under the Mámlatdár of Karajgi, who attained the age of 55 years on 15th February last, may be retained in Government service up to 31st December next as he is fit for further service; states that the kárkun's name was included in the list which accompanied his letter No. 5195, dated 30th December last, but that Government Resolution No. 2341, dated 10th April 1882, decided that the application on the kárkun's behalf was premature; suggests (paragraph 2), with reference to the above Resolution, and Resolution No. 2122, dated 31st March last (which directs that an application for permission to retain an officer in Government service after he attains the age of 55 years shall in each case be made at least 3 months before he attains that age), that when the annual report regarding those officers who have already attained the age of 55 years is submitted in December, it should include recommendations for those also who will during the year attain that age, if the head of the office thinks it desirable to retain them; adds (paragraph 3) that if the recommendations made by the head of an office to retain in service men already above the age of 55 years from January to the following December can be trusted, they might surely be accepted also in the case of men who during the course of the year will attain that age, that if a separate report is to be made for each man three months before he attains the age of 55 years instead of a periodical return, there is great risk that the report will be overlooked and not submitted punctually, and that the annual report would evidently save trouble and unnecessary correspondence: the Commissioner stating, with reference to paragraphs 2 and 3 of the Collector's letter, that the submission of an annual return in place of a separate report in each individual case would no doubt save a good deal of correspondence which has already increased in the several offices concerned, and that the objection of the Accountant-General to the former practice under which the annual statement was sent after the employés *actually attained* the age of 55 years, would be removed if the heads of departments were instructed to submit in the annual statement their recommendations regarding employés about to reach complete 55 years of age during the ensuing year.

Memorandum from the Accountant-General, No. P.-5520, dated 11th July 1882—Forwarding the above, agreeably to Section 106, Rule 2, Chapter IX., page 54 of the Civil Pension Code, Fifth Edition, in order that Government may take such action as they may see fit as to the retention or otherwise of the officer named therein; and stating that the suggestion of the Collector contained in paragraphs 2 and 3 of his letter is a very good one and should be adopted, and that it will save much unnecessary correspondence and prevent the omission of names by oversight which now often occurs.

RESOLUTION.—Swámiráo Lingo should be granted extension up to the end of December next, as recommended.

2. The suggestion contained in paragraphs 2 and 3 of the Collector's letter is approved, but he should be informed that no annual lists of officers who have already attained the age of 55 years are now submitted to Government in December as is implied in his letter. The annual statements now proposed to be rendered in place of reports hitherto submitted in individual cases should contain the names of officers who will attain the age of 55 years in the course of the succeeding year as suggested by the Commissioner, S. D., and should be submitted at the close of December each year through the Accountant-General.

3. These statements should also include any recommendations which the heads of offices may have to make for the grant of further extensions to officers whose period of retention in the service already sanctioned by Government expires in the course of the ensuing year.

4. In the cases of officers who will have attained the age of 55 years before December 31st next, as also of those the extensions granted to whom will expire before the same date, but whose further retention in the service may be desirable, the necessary reports should be submitted separately as heretofore.

J. MONTEATH,
Acting Under-Secretary to Government.

To the ACCOUNTANT-GENERAL; the MINT MASTER; the POST MASTER GENERAL; the PRIVATE SECRETARY to HIS EXCELLENCY the GOVERNOR; all other OFFICERS under the REVENUE, GENERAL and FINANCIAL DEPARTMENTS of the SECRETARIAT; the GENERAL and FINANCIAL DEPARTMENTS of the SECRETARIAT; all other CIVIL DEPARTMENTS of the SECRETARIAT; the PUBLIC WORKS DEPARTMENT of the SECRETARIAT; the PUBLIC WORKS DEPARTMENT of the SECRETARIAT, Irrigation; the PUBLIC WORKS DEPARTMENT of the SECRETARIAT, Railway, with spare copies for distribution to each; the MILITARY, MARINE and ECCLESIASTICAL DEPARTMENTS of the SECRETARIAT (for information).

Local Works constructed by the Public Works Department.

NOTIFICATION.

The subjoined Government Resolution, No. 307 E.—1511, dated 17th August 1882, Public Works Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
7th September 1882.

Officers of the Public Works Department—Advice to be given to Municipalities, &c., by the.

No. 307 E.—1511 OF 1882.

PUBLIC WORKS DEPARTMENT.

Bombay Castle, 17*th August* 1882.

Memorandum from the Financial Department, No. 2957, dated 5th August 1882.

Transfers, for consideration, a memorandum from the Commissioner, Northern Division, No. 2660, dated 1st August 1882, submitting a letter from the Collector of Panch Mahâls, who enquires, with reference to Financial Department Resolution No. 2436, dated 5th July 1882, whether he is right in understanding that the usual contribution of 15 per cent. hitherto allowed to the Public Works Department for works executed and 3½ per cent. for plan and estimates prepared by the Executive Engineer for Local, Municipal, and other funds administered by Local Officers should cease from the beginning of the current financial year; observes that there is no separate Local Funds Engineer in that District, and he believes that the works there can be carried out without any inconvenience to public service by the Executive Engineer, who has in fact been attending them long since; and requests that orders may be issued for his (Executive Engineer's) gratuitous services as required under para. 6 of the Resolution. The Commissioner states that the Resolution quoted appears to apply to special additions to the salaries of Public Works Department Officers, *not* to the ordinary contribution to Public Works Department Revenue, but as under para. 4, it appears that the advice, &c., of officers of that Department is to be given "gratuitously," the question is submitted for orders.

Resolution.—The earlier paragraphs of the Resolution of the Government of India in the Financial Department, No. 1600, dated 9th June 1882, leave no doubt as to the intention of those subsequent.

2. The Resolution refers to previous orders under which in special cases an officer has been allowed *additional remuneration* for work outside the duties of his regular appointment, such extra allowance to any individual officer is now prohibited, except in such cases as the Bombay Town Council, and the Bombay Port Trust, in which fees for attendance at Committee or Board Meetings are authorised by Legislative enactment.

3. The Resolution does not absolve Local Fund and Municipal Committees from paying the salaries of Public Works officers and subordinates, whose services may be wholly lent to them for the supervision and execution of Local or Municipal works; nor does it relieve the Local Committee from paying to the Provincial Treasury their share of the cost of maintaining an establishment, employed partly in the supervision and execution of Local or Municipal works, in addition to those works which are carried out from Imperial and Provincial Funds.

4. Any other supposition would involve the absurdity that all Local and Municipal Committees might demand to be supplied free of cost with a Government establishment, as the only detriment to the public service would be that the general public would be taxed to pay for establishments maintained for local purposes.

W. A. Baker, Colonel, R.E.,
Under-Secretary to Government.

To the Financial Department, Secretariat; the Other Departments of the Secretariat, with spare copies for distribution to Heads of Offices subordinate to them; the Chief Engineer for Irrigation; the Superintending Engineer, N. D.; the Superintending Engineer, S. D.; the Superintending Engineer, C. D.; the Superintending Engineer in Sind, with spare copies for distribution; the Port Engineer, Karachi; the Executive Engineer, Aden; the Examiner of Public Works Accounts.

Local-Fund Pension-Fund.

NOTIFICATION.*

The subjoined Government Resolution, Financial Department, No. 3159, dated 19th August 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
11th September 1882.

No. 3159.

FINANCIAL DEPARTMENT.

Bombay Castle, 19th August 1882.

Letter from the Officiating Under-Secretary to the Government of India, Department of Finance and Commerce, No. 2753, dated 31st July 1882 :—

"I am directed to acknowledge the receipt of your letter No. 2330, dated 26th June 1882, regarding the provision of pensionary benefits to Local-Fund employés, in the Bombay Presidency.

"2. You report that though the Pension-Fund established some years ago is at present solvent, there can be little doubt that 'if maintained on its existing footing, it must prove unequal to meet its liabilities, which must, in the nature of things, annually increase with great rapidity.'

"3. In view of this state of affairs the Government of Bombay proposes to prohibit the admission of future Local-Fund employés to the Pension-Fund; and to deal with them on a different footing from those who have already begun to subscribe to the Fund.

"4. It is accordingly proposed, as regards future Local Fund employés, to apply Rule 10 under Section 8 of the Civil-Pension Code, after revising their pay in a manner suitable to this new condition of service. To this proposal the Government of India can have no objection. The rule referred to is of general application; and the Government of Bombay, or the Local Bodies administering the funds, have full authority to revise the pay of the employés of the funds in such manner as may seem suitable. It appears, however, to be the intention, in modification of the general rule, under which Government receives payment of contributions for pension from the officer contributing and not from his employer, to accept the payment of the contribution from the Local-Fund Committees direct. The general objection to this procedure in the case of foreign service proper does not apply in this case; and the Governor-General in Council has, therefore, no objection to this proposal if it is considered necessary, provided that suitable arrangements are made for furnishing the Accountant-General with such detailed information as may be requisite to enable him to check the individual contributions.

"5. As regards existing employés, on whose behalf subscriptions have been paid to the Pension-Fund, the Government of Bombay proposes to leave matters as they are, simply raising the rate of contribution from 5 to 6 per cent on the understanding that when the Pension-Fund eventually fails to meet its liabilities such pensions as may be payable to such employés, shall be met from the Local-Fund current revenues. As it seems to have been made thoroughly clear that there is no Government guarantee of the solvency of the Pension-Fund, and that the subscribers must look to the Local-Funds alone for their pension in the event of the insolvency of that fund, the Governor-General in Council has no objection to these proposals, which may be given effect to by the Government of Bombay if it thinks fit. I am, however, to suggest for the consideration of the Government of Bombay, whether it might not be preferable to at once break up the Pension-Fund. It will apparently be necessary even if the Pension-Fund is maintained intact to keep separate account of the contributions made by each Local Fund, and to debit to the Pension-Fund the pensions payable in respect of each Local-Fund, only to the extent to which its contribution will suffice to meet them. If some such precaution as this be not taken one Local-Fund may virtually pay the pensions of another. In this view, it seems to the Government of India that it might be preferable to make out separate accounts at once, break up the Fund and distribute its assets to the various contributing Local-Funds in the proportion of their interest in the Fund. Very petty payments have as yet been made from the Pension-Fund, so that practically each Fund would receive back its contributions with compound interest at 3¾ per cent. Each Local-Fund might retain the lump sum so refunded as a nucleus of a temporary Pension-Fund for itself, and, under the special circumstances of the case, the Government of India would not object to the investment in Government securities of this sum, and of such other assignment for the purpose from current funds as the Government of Bombay may fix. Each fund would thus have its proper share of the Pension-Fund, and would also have for a time a capital sum at its disposal from which it could either pay pensions as they fell due, or, if it preferred, purchase pensions, from Government from time to time by payment of the capitalised value. The Governor-General in Council has no desire to press the adoption of these suggestions on the Government of Bombay; it rests with that Government to adopt them or to give effect to its own proposals as may seem best, but the Governor-General in Council will be glad to be informed which course is eventually adopted."

RESOLUTION.—Copy of the letter from the Government of India should be forwarded for information to the Departments and officers to whom was communicated Government Resolution No. 2329, dated June 26th last.

2. The contribution on account of employés of Local-Fund Committees employed for the first time after June 26th, 1882, and permitted by Government to subscribe for pension, should be determined in accordance with the recent ruling of the Government of India fixing the amount payable at one-eleventh of the employé's gross salary. The payment of the contribution should be made by the Local-Fund Committees direct, who should as before directed deduct one-half of the sum thus payable from the salary of the employé. With reference to the concluding portion of paragraph 4 of the letter from the Government of India the Accountant-General should be requested to report what arrangements he would propose should be made to ensure the supply to him of the information needed to enable him to check the individual contributions.

3. As regards the existing Pension-Fund which consists of the contributions paid on account of pensions for employés in Local-Fund service prior to June 26th last by the various Local-Fund Committees and of the accumulated interest on such contributions, the Government of India recommend that it should now be broken up, that each Local-Fund Committee should be paid the amount standing to its credit in the fund accounts, should retain the sum so refunded as a nucleus of a temporary pension fund for itself, and should invest in Government securities this money and sums hereafter paid by it on account of the 6 per cent. contribution for pension for employés in its service before June 26th last. This suggestion appears to His Excellency the Governor in Council to be one of which the adoption is for many reasons desirable. The Accountant-General should accordingly be asked to report whether there would be any difficulty in the way of giving immediate effect to it. It is presumed that although there is only one general Local-Fund-Pension Fund for the whole Presidency it would be possible to ascertain accurately what sums each Local Fund has hitherto contributed to that fund, and what refund on account of such contributions and of the interest thereon would have to be made to each Local-Fund Committee.

J. NUGENT,
Acting Secretary to Government.

To the COMMISSIONER, N. D.; the COMMISSIONER, C. D.; the COMMISSIONER, S. D.; the COMMISSIONER in SIND; all COLLECTORS, including the COLLECTORS and DEPUTY COMMISSIONERS in SIND; the ACCOUNTANT-GENERAL; the EDUCATIONAL DEPARTMENT of the SECRETARIAT; the PUBLIC WORKS DEPARTMENT of the SECRETARIAT; the POLITICAL DEPARTMENT of the SECRETARIAT.

Iron-Safes.

NOTIFICATION.

The subjoined Government Resolution, Revenue Department, No. 5963, dated 31st August 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
12th September 1882.

Iron-Safes: Purchase of—of local manufacture.

No. 5963.

REVENUE DEPARTMENT.

Bombay Castle, 31*st August* 1882.

Letter from the Officiating Assistant Secretary to the Government of India, Department of Finance and Commerce, No. 3176, dated 15th August 1882:—

"With reference to your letter No. 4905, dated 25th July 1882, forwarding copy of an indent on the Secretary of State for iron-safes, I am directed to state for the information of the Government of Bombay, that these articles are manufactured by Messrs. Jessop & Co. and T. C. Thomson & Co., Calcutta, and to suggest that, in future before indenting on the Secretary of State, enquiry be made of those firms as to the price of the safes made by them and the cost of their conveyance from Calcutta to Bombay."

RESOLUTION.—Copies should be forwarded to all Departments of the Secretariat for information and guidance.

2. The Superintendent of Stationery should be requested to report whether iron-safes are manufactured at any place in this Presidency, and if so at what price they are procurable and what is their quality.

J. MONTEATH,
Acting Under-Secretary to Government.

To all DEPARTMENTS of the SECRETARIAT; the ACCOUNTANT-GENERAL; the SUPERINTENDENT of STATIONERY.

Carriage-Hire.

NOTIFICATION.

The subjoined Accountant-General's Circular No. 57, dated 29th August 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
4th September 1882.

Conveyance or carriage-hire to Officers proceeding on duty within the Presidency.

CIRCULAR No. 57.

PRESIDENCY AUDIT DEPARTMENT.

From the ACCOUNTANT-GENERAL, BOMBAY; to all HEADS OF DEPARTMENTS, COMMISSIONERS, COLLECTORS, AND TREASURY OFFICERS.

Dated Bombay, 29th August 1882.

As considerable misunderstanding seems to prevail regarding the rules under which conveyance-hire is allowable to officers for short journeys on duty in the neighbourhood of their offices, I have the honour to explain the existing orders on the subject.

2. No officer is entitled to conveyance hire—

(*a*) unless the distance travelled exceeds five miles—when ordinary travelling allowance may be drawn, or actual expenses if specially sanctioned by Government.

(*b*) unless the duty is *so urgent* that it could not be performed if a conveyance were not taken.

In ordinary cases, an officer is supposed to proceed in his own conveyance if of superior rank, or on foot if of inferior rank, and "urgency" should only be admitted where the object of the journey would be defeated by adopting the ordinary procedure.

3. No carriage-hire is payable to a public officer except under special orders of Government, or of Heads of their Departments, under general authority given to them by Government.

4. I would beg to call attention to Government Resolutions, Financial Department, No. 2905 of 3rd August 1882, General Department, No. 2759 of 22nd July 1882, and Judicial Department, No 4476 of 22nd July 1882, which define some of the cases in which carriage-hire will not be sanctioned.

A. COTTERELL TUPP,
Accountant-General.

Peons' Clothing.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 3340, dated 1st instant, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
15th September 1882.

Woollens for Peons' Clothing : Supply of—.

No. 3340.

FINANCIAL DEPARTMENT.

Bombay Castle, 1st September 1882.

Letter from the Superintendent of Stationery, No. 1721, dated 16th August 1882:—

"Under the orders conveyed in Government Resolution No. 1126, dated the 15th June 1868, indents for woollens for peons' clothing from officers at the Presidency are forwarded to this office for compliance through the Accountant-General. With a view to determining whether recoveries should or should not be made from any of the officers, either at the Presidency or in the mofussil, on account of the value of woollens supplied to them for peons' clothing or for covering office desks, the Accountant-General has suggested that no indent for broad cloth should be complied with without forwarding it to his office for orders. I fully concur with the Accountant-General, and would beg leave to request that instructions may be issued to district officers to submit their indents for woollens through the Accountant-General in future. Hitherto it has been the practice with this office to send indents for peons' clothing for report to the Accountant-General in cases in which an increase over the number of peons entered in the previous indents is shown, but if the present proposal is carried out the Accountant-General will have an opportunity of testing the correctness of the number of peons entered in the indents even when any decrease in the number of peons takes place."

RESOLUTION.—Instructions should be issued accordingly.

J. MONTEATH,
Acting Under-Secretary to Government.

To all HEADS of OFFICES under the REVENUE and GENERAL DEPARTMENTS of the SECRETARIAT (except those at the Presidency); the REVENUE DEPARTMENT of the SECRETARIAT; the GENERAL DEPARTMENT of the SECRETARIAT; all other DEPARTMENTS (except the Legislative and Separate Departments of the Secretariat, with spare copies for distribution to Heads of Offices subordinate to them); the SUPERINTENDENT of STATIONERY; the ACCOUNTANT-GENERAL.

Amsterdam International Exhibition.

No. 4161 of 1882-83.

The following Notification is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

*Poona, Office of the Director of Public Instruction,
30th September* 1882.

NOTIFICATION.

No. 151 Ex.

REVENUE AND AGRICULTURAL DEPARTMENT.

EXHIBITION.

Simla, the 24th August 1882.

An International Exhibition of Colonial productions and articles of general exportation and works of art will be held at Amsterdam in May 1883, to which the Government of India has decided to send samples of raw products, and articles of manufacture other than art or ornamental ware. Exhibits will be ranged under the following classes:—

I.—Animal Products.

1. Wool and hair.
2. Silk, raw, and cocoons.
3. Hides, skins, leather and horns.
4. Butter, oils, fat and grease.
5. Fish.
6. Wax and honey.
7. Musk.
8. Others.

II.—Mineral Products.

1. Building materials.
2. Coal.
3. Chemical products.
4. Metals.
5. Other minerals.

III.—Vegetable Products.

1. Cereals and pulses.
2. Other food-grains and tubers.
3. Coffee.
4. Drugs and medicines.
5. Dyeing and tanning materials.
6. Fibrous substances adapted for the preparation of textile fabrics or of paper.
7. Fodder-plants.
8. Fruits, nuts, pickles, preserves and condiments.
9. Hops.
10. Substances used for matting.
11. Oils, oilseeds and oilcake.
12. Perfumery.
13. Spices.
14. Starches and meals.
15. Sugar and spirits.
16. Tea.
17. Tobacco and cigars.
18. Others.

IV. Manufactured Articles.

1. Carpets and rugs.
2. Cane-chairs, &c.
3. Gunny cloths and bags.
4. Mats.
5. Photographs.
6. Rope and cordage.
7. Others.

Exhibits of the above classes will be received from private exhibitors under the following conditions:—

(1) Each sample should not ordinarily exceed 2 lbs. in weight [This restriction will not apply to such articles as carpets, mats, rope, cordage, &c., which will be taken in a reasonable quantity.]

(2) Freight and all other cost to be paid by the exhibitor up to its arrival at Calcutta. All subsequent charges will be paid by Government.

(3) Samples should ordinarily be put up in small cloth bags of a uniform size, the standard size being that capable of containing one lb. of wheat or rice. Any exhibitor will, however, be allowed to display samples in an ornamental show case, if provided and transmitted to the Exhibition at his own expense.

(4) A label should be attached to each sample on which should be legibly written—

(*a*) Name of district where produced.
(*b*) Name and address of exhibitor.
(*c*) Name of article.
(*d*) Name of variety (if different varieties are sent).
(*e*) Wholesale price of the article at the place of production.

(5) Samples of ordinary articles exceeding 2 lbs. in weight, but not exceeding 40 lbs. (half a maund) will be admitted for exhibition if the exhibitor will pay the freight and provide, or pay for the construction of, suitables cases.

(6) Permission to send exhibits through the Government agency should be obtained before their despatch. Application for permission will not be received after the 1st of December, and the latest date up to which exhibits will be received is 1st of January 1883.

The Government of India has appointed Baboo T. N. Mukharji to superintend operations connected with the collection of exhibits for Amsterdam. Communications which do not require reference to the Government of India should be addressed to Babu T. N. Mukharji, Officer in charge of Amsterdam Exhibits, Revenue and Agricultural Department, Calcutta.

E. C. BUCK,
Secretary to the Government of India.

Boston International Exhibition, 1884.

No. 3808.

GENERAL DEPARTMENT.

Bombay Castle, 25th September 1882.

Resolution of the Government of India, Revenue and Agricultural Department (Exhibitions), No. 44 Ex., dated 2nd September 1882:—

"Read—

Prospectus of the Boston International Exhibition of 1884.

"RESOLUTION.

"An International Exhibition of the arts and industries of all nations is proposed to be held at Boston, the capital of New

England, America, commencing about April 15th, 1884. The Government of India is not in a position to take any active part in the Exhibition, but will afford all information and facilities in its power to exhibitors who may wish to send their articles to it. With this object it has appointed Babu Trailokya Náth Mukharji, the officer in charge of work connected with Exhibitions, Department of Revenue and Agriculture, Calcutta, to receive any communication on the subject from intending exhibitors."

BOSTON INTERNATIONAL EXHIBITION, 1884

PATRONS: THE MASSACHUSETTS CHARITABLE ASSOCIATION, BOSTON.

PRESIDENT:

GEORGE COLLINS LEVEY, *Companion of St. Michael and St. George, Chevalier of the Legion of Honour, Knight Officer of the Crown of Italy, &c., &c., Secretary to the Commissioners for Victoria at London and Vienna,* 1873; *Philadelphia,* 1876; *Secretary and Acting Commissioner, Paris,* 1878; *Secretary and General Manager to the Melbourne International Exhibition,* 1880-81; *Executive Commissioner for Victoria at the Amsterdam Exhibition,* 1883.

Vice-President and Treasurer:

E. R. STIMSON, TORONTO.

Bankers:

CITY BANK, THREADNEEDLE STREET, LONDON;
MAVERACK NATIONAL BANK, BOSTON;
COMMERCIAL BANK OF AUSTRALIA, MELBOURNE.

Secretary:

GENERAL C. B. NORTON, BOSTON.

1. It is proposed to hold an International Exhibition in the magnificent buildings of the Massachusetts Charitable Association of Boston, the capital of New England, commencing about April 15th, 1884, of the arts and industries of all nations. The commercial success which has attended the recent Exhibitions in Australia—including Adelaide, a city with a population of 60,000, and the capital of a colony of 300,000; Perth, with a population of 9,000, the capital of a colony with a population of 30,000; and Christchurch, New Zealand—has induced an association of capitalists to make arrangements for holding a series of Exhibitions throughout the United States and Canada. Buildings large enough for the purpose are to be found in nearly all the large cities. The first Exhibition will be held at Boston, in the Spring of 1884. Boston with its suburbs has a population of 450,000, and New England of 4,000,000. The Boston Exhibition will be kept open as long as it proves remunerative to exhibitors and promoters.

2. Applications for space, with full particulars of the intended exhibit, can be fowarded to the Secretary of the Boston Interna-

tional Exhibition, 1884, No. 70, Water-street, Boston, prior to December 1st, 1883, or to the President, whose address up to November 15th, 1882, will be—'Lafayette,' East St. Kilda, near Melbourne, Victoria, after which it will be—care of Gibb and Macintyre, 7, St. Benet Place, Gracechurch-street, London, E. C.

3. The ordinary charge for space will be two shillings for each of the first twenty square feet, and one shilling for each additional square foot; but exhibitors desiring a frontage to the main avenue for their cases can obtain it on payment of an additional five shillings per foot of such frontage irrespective of depth. A passage of from 2 to 3 feet will be left round each case where desired, and exhibitors desirous of having spaces against the wall should mention the fact at the time of application. In cases where the sum to be charged for space will be less than £5, the full amount must accompany the application. Where it exceeds that sum, half may be paid on application, and the other half before the opening of the Exhibition.

4. The general reception of articles in the Exhibition Building will commence about March 1st, and terminate three days before the Exhibition opens, after which date no exhibits can be received, and all vacant spaces will become forfeited.

5. All exhibits must be removed within the ten days after the close of the Exhibition, after which time they will be taken away by the Executive, and stored at the risk of the owner.

6. Exhibits will be admitted in bond, and can be sold free of charge so long as they are not removed before the close of the Exhibition; but exhibitors who wish to make sales with immediate delivery must pay duty in advance, together with a license fee of two pounds ten shillings per week per stand, payable weekly in advance.

7. All fittings, show-cases, shelves, &c., which Exhibitors require must be provided at their own expense.

8. The executive reserve the right of rejecting any proposed exhibit, and the introduction of any dangerous or offensive substances is strictly prohibited.

9. Every precaution will be taken for the safe preservation of all exhibits against theft or fire, but the Executive can take no responsibility for accidents however caused.

10. All exhibitors will receive a bronze medal, and a certificate that their exhibits were admitted to the Boston Exhibition. Under special circumstances gold and silver medals may be awarded upon the recommendation of qualified experts, one-half of whom will be nominated by the Executive, and the other half by the representatives of the foreign exhibitors.

11. An official catalogue will be published, and no other in the English language will be allowed in the building.

12. For special concessions special arrangements will be made.

13. The Executive reserve the right of lighting the building with the electric light or with gas, keeping open at night, and of altering or amending these regulations.

14. Responsible agents will be appointed in all the principal countries of Europe and the East, who will treat with intending exhibitors, and afford all information."

George Collins Levey,
E. R. Stimson,
Charles B. Norton.

Resolution.—The Resolution of the Government of India and its accompaniment have been republished in the *Bombay Government Gazette* of the 21st instant from the supplement to the *Gazette of India*.

2. Copies of the Resolution and its accompaniments should be forwarded to the Commissioners of Divisions and in Sind, and to all Collectors, including the Collectors and Deputy Commissioners in Sind, with a request that it may be made known that it is proposed to hold an Exhibition in Boston, New England, United States, America, in April 1884. Copies should also be forwarded to the Secretaries of Trades' Association and Chamber of Commerce, Bombay. The Superintendent, Sir Jamsetji Jijibhái School of Art, and the Curator, Victoria and Albert Museum, should be informed.

J. Monteath,
Acting Under-Secretary to Government.

To the Commissioner, N. D.; the Commissioner, C. D.; the Commissioner, S. D.; the Commissioner in Sind; all Collectors, including the Collectors and Deputy Commissioners in Sind; the Superintendent, Sir Jamsetji Jijibhai School of Art, the Curator, Victoria and Albert Museum; the Director of Public Instruction; the Educational Department of the Secretariat; the Revenue Department of the Secretariat; the Secretary to the Chamber of Commerce, Bombay; the Secretary Bombay Trades' Association, by letter.

Local Self-government.

Notification.

The subjoined Government Resolution No. 3227, dated 24th August 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
22nd September 1882.

No. 3227.

FINANCIAL DEPARTMENT.

Bombay Castle, 24th August 1882.

Memorandum from the Commissioner, C. D., No. R.-3743, dated 10th August 1882—Forwarding for orders a letter No. 4093, dated 31st July last, from the Collector of Násik, who states, with reference to Government Resolution No. 2670, dated 22nd idem, that under the new orders of the Government of India as therein expressed no new powers whatever will be acquired by the Municipalities and Local Fund Committees in the matter of making or abolishing appointments, as the concession made by those orders is subject to the general restrictions imposed by the Legislature; observes that Rule 21 of the Local-Fund Rules reserves to Government the power to sanction expenditure for certain establishments, but he nowhere finds any limitation of the powers of the local Committee to abolish or reduce establishments; enquires therefore whether the Committee is at liberty to do away with the expenditure now incurred for establishments in the Commissioner's office and in that of the Accountant-General; and adds that there is no legislative restriction on the Committee doing so, and by the orders of the Government of India it should be empowered to act as it pleases in the matter; the Commissioner observing that he apprehends that the Committee has no power to reverse any direct order of Government such as that under which each district pays its share of the Local-Fund establishment in the Commisssioner's office and in that of the Accountant-General.

RESOLUTION.—The rules issued under Bombay Act III. of 1869 and the Bombay District Municipal Act have the force of Law. Until therefore those rules are altered or rescinded they are binding on Municipal and Local-Fund Committees. The question of amending the two Acts is now under consideration, when amended fresh rules in accordance with the changes in the law will have to be framed, but until this has been done the action of the various Committees must be regulated by the existing rules.

JOHN NUGENT,
Acting Secretary to Government.

To the COMMISSIONER, C. D.; the COMMISSIONER, N. D.; the COMMISSIONER, S. D.; the COMMISSIONER in SIND; the MUNICIPAL COMMISSIONER for the City of Bombay; the ACCOUNTANT-GENERAL; all COLLECTORS, including the COLLECTORS and DEPUTY COMMISSIONERS in SIND; the PUBLIC WORKS DEPARTMENT of the SECRETARIAT; the EDUCATIONAL DEPARTMENT of the SECRETARIAT; the GENERAL DEPARTMENT of the SECRETARIAT; the REVENUE DEPARTMENT of the SECRETARIAT; the POLITICAL DEPARTMENT of the SECRETARIAT.

Leave of Absence.

NOTIFICATION.

The subjoined Government Resolution, Revenue Department, No. 6234, dated 9th September 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
22nd September 1882.

No. 6234 OF 1882.

REVENUE DEPARTMENT.

Bombay Castle, 9th September 1882.

RESOLUTION OF GOVERNMENT.

The inconvenience arising from the practice of officers on or shortly after their return from privilege leave applying for furlough to commence soon after the expiration of the period of three months during which they are prohibited under the rules from taking fresh leave has recently on several occasions attracted the notice of Government. His Excellency the Governor in Council deems it accordingly expedient to notify for the information of officers in Civil employ that in future applications for furlough to begin shortly after the expiration of three months from the date of the return to duty of an officer from privilege leave will not be favourably entertained unless the applicant is able to show special reason for the grant to him of furlough or other leave.

JOHN NUGENT,
Acting Secretary to Government.

To all HEADS of OFFICES under the REVENUE, GENERAL and FINANCIAL DEPARTMENTS of the SECRETARIAT; the GENERAL and FINANCIAL DEPARTMENTS of the SECRETARIAT; all other DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to Heads of Offices subordinate to them); the ACCOUNTANT-GENERAL.

Stock-Notes.

NOTIFICATION.

The subjoined Government Resolution, No. 3441, dated 8th September 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
22nd September 1882.

No. 3441.

Financial Department.

Bombay Castle, 8th September 1882.

Resolution of the Government of India in the Department of Finance and Commerce, No. 3352, dated 24th August 1882:—

"A question having been raised as to whether Stock Notes are to be received as collateral security from contractors in the same way as ordinary Government Promissory Notes are received, the Governor-General in Council is pleased to decide that there shall be no distinction between the two classes of notes so far as security deposits are concerned. As, however, the interest on Stock-Notes is payable to bearer, and the notes are transferable without endorsement, His Excellency in Council considers that they should always, if possible, be lodged in Government Treasuries for safe custody when tendered as security to any officer of Government. The necessary instructions for their safe custody in Treasuries will be issued in due course by the Comptroller-General."

Resolution.—Copies should be forwarded to all Departments of the Secretariat and all Heads of Offices under the Revenue, Financial and General Departments for information and guidance.

2. The Resolation of the Government of India has been republished in the *Bombay Government Gazette*, dated the 31st August 1882.

J. Monteath,

Acting Under-Secretary to Government.

To all Heads of Offices under the Revenue, Financial, and General Departments of the Secretariat; the Revenue and General Departments of the Secretariat; all other Departments of the Secretariat (with spare copies for distribution to Heads of Offices subordinate to them); the Accountant-General; the Mint Master; the Post Master General.

Appointments in the Revenue Department.

No. 6451.

Revenue Department.

Bombay Castle, 18th September 1882.

Joint letter from the Commissioners, C. D., S. D. and N. D., No. 2643, dated 23rd August 1882—Making observations on the view expressed in paragraph 2 of Government Resolution No. 5244, dated 10th September 1881, as to the qualifying claims of a graduate to a Mámlat; strongly urging (paragraph 2) that without some experience which a graduate can only acquire by actual service in a qualifying appointment he would often be at a loss in conducting the multifarious duties of a Mámlatdár; submitting their proposals for a revision of the list of qualifying appointments given in Rule VI. of the Rules of 9th February 1881; stating that in revising the list they have omitted the following appointments :—

No. 2. Second clerk in the Collector's English office............................	From the list submitted with their No. R.-3080, dated 13th August 1881;
No. 4. Registration clerks to Collectors.	
No. 7. Accountant of the Police Superintendent, Khándesh	
No. 8. Shirastedár of the Police Superintendent, Khándesh	

No. 2. Shirastedárs to Commissioners (being identical with No. 4 Chitnises) and	From the list in No. VI. of the Rules;
No. 3. Shirastedárs to Assistant and Deputy Collectors	

and that they withdraw the recommendation previously made by them in favour of Second Grade Chief Constables; proposing also to remove Deputy Accountants from the list in No. VI. of the Rules of 9th February 1881 as on reconsideration they think that such offcers should look for promotion in their own Department, viz., the general Accountant Branch in which the Accountant to the Superintendent of Police, Khándesh, should now be formally graded; expressing their opinion that the appointments marginally specified should be added to the list of qualifying appointments as proposed in their joint letter No. R.-3080 of 13th August 1881; intimating that their object in including Inspectors of Police and Chief Constables of the first grade has been already stated in paragraph 3 of their No. R.-3080, dated 13th August 1881, and it will be seen that the addition proposed will, besides meeting the views of Government, hold out prospects of promotion to the deserving men in the Survey Department who, but for this provision, may have to be retained in the same posts any length of time—a result much to be deprecated in the interest of the department; and adding that the list as devised would then stand thus :

1. Head Kárkuns,
2. Chitnises to Commissioners and Collectors,
3. Mahálkaris,

Deputy Chitnises or First Karkuns to Collectors.

Clerks and karkuns in the Commissioners' offices on pay of Rs. 60 and upwards.

Shirastedar to the Survey Commissioner.

Shirastedar to the Superintendent, Poona and Nasik Survey.

Shirastedar to the Superintendent, Ratnagiri Survey.

Inspectors of Police and Chief Constables of the First Grade.

4. Head Clerks to Commissioners and Collectors,
5. Native Huzur Accountants,
6. Deputy Chitnises or First Kárkuns to Collectors.
7. Clerks and Kárkuns in the Commissioners' offices on Rs 60 pay and upwards,
8. Shirastedár to the Survey Commissioner,
9. Shirastedár to the Superintendent, Poona and Násik Survey,
10. Shirastedár to the Superintendent, Ratnágiri Survey,
11. Inspectors of Police and Chief Constables of the First Grade:

proposing also that the limit in the case of non-graduates be extended till 31st December 1884, and that for the words "who have held or are holding" in Rule VIII. of the Rules of February 1881, the words "who have before the 31st December 1884 held" be substituted, and "1884" for "1882" in line 4 of that Rule; soliciting a reconsideration of the Ruling laid down in Government Resolution No. 2027 of 27th March last that non-graduates, who entered the Revenue Department before 1st January 1879, but who held none of the qualifying posts enumerated in No. VI. of the Rules of 9th February 1881 on or before that date, cannot appear for the Higher Standard Examination; also appending a note by the Commissioner, N. D., who states, with reference to the term of service (if any) in a qualifying appointment necessary for a *graduate* to put in after passing the Higher Standard before he becomes eligible for a mámlat, that (paragraph 3) in his opinion it would be only reasonable that qualification to exercise Second Class powers should be required, and that if extension is granted to all now holding qualifying posts for one year more the concession will be a liberal and reasonable one.

RESOLUTION.—His Excellency the Governor in Council is pleased to extend till December 31st, 1883, the period allowed to non-graduates who entered the Revenue Branch of the public service before January 1st, 1879, within which to pass the prescribed Departmental Examinations qualifynig for appointments to mámlats and other higher posts. In view of the circumstances that officers of this class have had already 3¾ years within which to pass the examinations, and by December 31st, 1883, will have had 5 years, and that the most competent subordinates included in the class have passed the examinations in considerable numbers, it appears unnecessary to grant an extension of the period by two years as suggested by the Commissioners. The best men have already passed, and of the remainder those who with a fifth year and two more chances are still unable to pass must be of a stamp to render their promotion to mámlats undesirable in the interests of the public service. The extension now allowed must be regarded as final.

2. His Excellency the Governor in Council approves of the addition to the list of appointments contained in Rule VI. of the further appointments mentioned by the Commissioners. He considers it however undesirable to remove from the list the appointments of Shirastedárs to Assistant and Deputy Collectors which the Commissioners propose to eliminate therefrom. Shirastedárs to Commissioners should as recommended be expunged from the list.

3. The Governor in Council concurs with the Commissioners in thinking that Rule VIII. as interpreted by Government in their Resolutions No. 1576, dated March 8th last, and No. 2027, dated the 27th idem, following the ruling contained in paragraph 3 of Government Resolution No. 5244, dated September 10th, 1881, may have operated with some degree of harshness in the case of a few deserving subordinates. This harshness has been materially mitigated by recent orders of Government, but it seems desirable to modify Rule VIII. so as to leave no doubt regarding the meaning to be attached to it. The amended Rule VIII. should therefore run as follows :—

> "Officers who were in the service prior to the 1st January 1879, and who have at any time held, or at the time of presenting themselves for examination are holding, any of the posts named in Rule VI., and who pass the Higher Standard Examination before the 31st December 1883 will be held eligible for mámlats, and their names shall be entered according to the date and order of passing in the list of passed candidates qualified to hold the appointments of Mámlatdárs and Deputy Collectors."

4. With reference to the question which has been raised as to who should be allowed to present themselves as candidates for the Higher Standard Departmental Examination, His Excellency the Governor in Council is of opinion that the following classes of persons should be permitted to be examined :—

(*a*) graduates serving in the Land Revenue Department.

(*b*) the officers mentioned in Rule VIII.

(*c*) officers holding Land Revenue appointments carrying a salary of not less than Rs 40 per mensem.

It must be understood that the passing by officers in any of these classes of the Higher Standard Examination does not necessarily give them a title to be appointed to mámlats. The above order will, as it seems to the Governor in Council, meet fully the case of the deserving servants of long standing on which the Commissioners lay so much stress, whilst it will prevent the examinations being crowded with candidates in the inferior ranks who have little chance of passing and virtually no prospect of attaining to the rank of Mámlatdár.

5. As regards the remarks made by the Commissioners in paragraph 2 of their letter it appears sufficient to observe that no graduate should be appointed to a mámlat until he has not only passed the prescribed examinations, but also acquired sufficient knowledge and experience of his duties to fit him for the post, and shown by the mode in which he performs his work that he is qualified to be a Mámlatdár. As the appointment of persons to be Mámlatdárs rests with the Commissioners, it is for them to satisfy themselves that the officers on whom they confer mámlats are in every way fit for such responsible and important office.

6. With reference to the observation in paragraph 3 of Mr. Sheppard's separate note, His Excellency the Governor in Council would remark that a graduate is not qualified for a mámlat until he has passed the Higher Standard Departmental Examination, and that the passing of that examination qualifies him to exercise First Class and not merely Second Class powers. The same test is required in the case of non-graduates and with the same result.

JOHN NUGENT,
Acting Secretary to Government.

To the COMMISSIONER, N. D.; the COMMISSIONER, C. D; the COMMISSIONER, S. D; all COLLECTORS in the N., C. and S. Divisions; the SURVEY and SETTLEMENT COMMISSIONER; the SECRETARY to the CENTRAL-COMMITTEE for DEPARTMENTAL EXAMINATION; the DIRECTOR of PUBLIC INSTRUCTION; the EDUCATIONAL DEPARTMENT of the SECRETARIAT; the JUDICIAL DEPARTMENT of the SECRETARIAT; the ACCOUNTANT-GENERAL.

No. 4041 OF 1882-83.

The above notification is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
26th September 1882.

Local Self-government.

NOTIFICATION.

The following extracts from Government Resolution No. 3583, dated the 19th of September 1882, are published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
27th September 1882.

No. 3583 of 1882.

FINANCIAL DEPARTMENT.

Bombay Castle, 19th September 1882.

RESOLUTION OF GOVERNMENT.

The Government of India in its resolution dated the 18th May last communicated to the various Local Governments at considerable length and in full details its views and orders on the subject of the extension of local self-government, and indicated the principles upon which in its opinion measures should be adopted to render the further advance in the direction of such government real and substantial. On the receipt of this Resolution reports were called for by this Government from the Commissioners and Collectors on the various points touched upon by the Government of India. Those reports have now been received and have been considered by His Excellency the Governor in Council with the care and attention due to the deliberate opinions of officers who from their general ability, their long experience, their acquaintance with the views, modes of thought, and habits of all classes of the population, and their official intercourse with all sections of the community are peculiarly qualified to give valuable and sound advice on so important and difficult a subject.

2. The population of this Presidency both urban and rural has for many years enjoyed a large share of local self-government secured to it by the provisions of the Bombay Local Funds Act, 1869, and the Bombay District Municipal Act. The constitution of the Municipal and Local Funds Committees was popular; the non-official element predominated; and the large and influential class of Inámdárs elected its own representatives on the Táluka and District Local Fund Committees. The District Municipal Act contained provisions authorising Government to grant the elective franchise to city municipalities; and Government possessed the power of elevating town municipalities to the status of city municipalities whenever the inhabitants displayed sufficient intelligence and public spirit to justify such a measure. The improvements which have been effected, and the progress in all that constitutes civilization are hardly credible to those who can remember the state of this Presidency even twenty years ago. Education has advanced, water-supply and sanitation have been provided for, and even the most remote and rugged districts have been opened up by excellent roads. * * *

3. The main features of the Government of India scheme are an increase of the powers of local boards, urban and rural, a more full emancipation of those boards from the control of local officials, the grant of a wider discretion to the boards in all matters of expenditure, the placing of larger funds at the disposal of those boards, the resuscitation of táluka boards from their present state of sus-

pended animation, and the introduction of a system under which the members of the boards would in the main be elected and would be the representatives chosen by the mass of the ratepayers. * *

* * * *

9. To consider now the question of the constitution of the various boards and to take municipal boards first, it may be observed that under the present law a City Municipality Committee consists of from 4 to 10 (generally 9) ex-officio members including the Collector, and twice as many non-official as there are ex-officio members. It is in the opinion of His Excellency the Governor in Council expedient to diminish the number of official members, and the City Inspector or Chief Constable, the Superintendent and Assistant Superintendent of Police, the Deputy Educational Inspector and the Executive Engineer may be removed from the list of official members. The ex-officio members would then be—

1. The Collector,—President.
2. The Assistant or Deputy Collector in charge of the Tàluka.
3. The Civil Surgeon.
4. The Húzúr Deputy Collector, { when resident in or near the place and not otherwise.
5. The Mámlatdár of the Taluka.

Whilst however it seems unnecessary to retain the Executive Engineer and the Deputy Educational Inspector as ex-officio members it appears desirable that they should be authorised but not necessarily required to attend the meetings and act as professional advisers of the committee, and to take a part in the discussion of questions within their respective provinces although not entitled to a vote.

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12. A Táluka Local Fund Committee now consists of—

(1) The Assistant or Deputy Collector,—President.
(2) The Màmlatdár.
(3) A Public Works Department officer, *or* in educational matters the Deputy Educational Inspector.
(4) An Inámdár elected by the other Inámdárs.
(5 6, 7). Three landholders (or if there is no Inámdár member, four landholders) nominated by the Collector.

Here too a reduction may with advantage be effected in the number of ex-officio members, and henceforth the Assistant or Deputy Collector and the Mámlatdár should be the only members of this class. The Public Works Department and Educational officers should be entitled to be present at the meetings of the Committee and to advise the members, but should not be members or have any vote. The Committee should have the power to require the attendance also of the Head Master of the Anglo-Vernacular School of the Táluka should it consider it desirable to obtain his advice on any educational question coming before it for decision. * *

13. A District Local Funds Committee is now constituted as follows:—

(1) The Collector,—President.
(2) The Assistant and Deputy Collectors (generally 3) in charge of tálukas.
(3) The Executive Engineer, *or* in educational matters, the Educational Inspector.
(4) The Huzúr Deputy Collector.
(5) An Inámdár elected by the other Inámdárs of the District.
(6) Six landholders or proprietors appointed by the Commissioner, or in all 13 members, of whom 6 are ex-officio.

Following the policy adopted in other cases of diminishing the number of ex-officio members, His Excellency the Governor in Council would remove from the list of ex-officio members the Huzúr Deputy Collector (who has no territorial charge) and the Educational Inspector and Executive Engineer. As in the case of the Táluka so in the case of the District Local Fund Committee the two latter officers should cease to be members and should become merely professional advisers of the Board. * * *

* * * *

36. The question of local self-government will now be considered in respect of educational matters in relation to (1) Municipalities and (2) District and Táluka Boards, but it should be noted that the question of female education is reserved for future and separate consideration.

37. It is necessary first to refer to Government Resolution No. 414 of 23rd March last, by which it was decided that the first experiment should be limited to 3 selected Municipalities, namely, Bombay, Poona, and Ahmedabad. The Director of Public Instruction was directed to offer to these Municipalities the management of primary schools, together with grants from the Provincial Treasury about equal in each place to the Provincial payments by which the school fees and other local receipts are at present supplemented, but on certain conditions of which one was that the expenditure on the schools from sources other than the Provincial grant was to bear a ratio to that grant not yet determined.

38. The result of the negotiations between the Director of Public Instruction and the 3 Municipalities has not yet been reported to Government, and in the meantime the Government of India has expressed its wish that the experiment should be greatly enlarged. The Governor in Council has therefore decided (1) that the negotiations directed in Government Resolution No. 414 of 23rd March last, should be entered into with all the ten existing

City Municipalities in the Presidency, and with the other town municipalities shortly to be raised to the status of city-municipalities, and (2) that the management of Anglo-Vernacular as well as Primary Schools should be included in the offer.

39. As regards High Schools the transfer of their management to the Municipal Boards is a step upon which the Governor in Council will not determine until it has been considered specially with reference to the stipulations which are necessary to maintain the status and interests of these flourishing and promising institutions. For the present therefore no change will be made in their administration.

40. Referring to the condition as yet undefined of the ratio which the Provincial grant to Municipal (Primary Schools) should bear to the expenditure on such schools from other sources, it occurs to the Governor in Council to note that the whole question of the distribution of the present Provincial grant to Primary education requires reconsideration, before a commencement can properly be made in the transfer of schools from State to Municipal or other Local management. The present distribution is founded on the principle of regarding the whole Presidency as an educational unit, and whereas the varying circumstances and dispositions of different portions of the Presidency community have led to inequality in the funds locally forthcoming for primary education in different places, it has been left to the Educational Department to ensure an even progress by supplying deficiencies from the Provincial revenues. But a first consequence of breaking up the Presidency into a number of educational units for the purpose of local management will be a close examination of the fairness of the way in which the Provincial grant is distributed, as affecting the amounts that must be raised in different places whether for the maintenance or the extension of schools.

41. Excluding the sum expended in Bombay the Provincial grant amounts to Rs. 2,63,919, and of this sum Rs. 1,74,822 are expended on schools in Municipal towns, and Rs. 89,097 only on schools in non-Municipal towns and villages throughout the Presidency. The latter schools are mainly supported by the Local cess, but the inhabitants of Municipal towns pay no educational rate analogous to the cess. Municipalities indeed make discretional assignments from their general incomes for education, but these assignments with a few exceptions are unequal in rate, and generally small, if not niggardly. Moreover these assignments are frequently not for primary education, but for English classes in primary schools. Many Municipalities make no assignments for education at all. If note be taken of the ratio which the Provincial grant bears to the funds raised locally whether in the shape of cess and school fees in the case of the Districts, or of cess, school-fees, municipal grants, interest on endowments, and popular contri-

butions in the case of municipal towns, it will be found that the Provincial grant amounts to barely $\frac{1}{12}$ of the funds locally raised in the Districts, and to rather more than twice the funds locally raised in the Municipal towns.

42. It further appears that not only do schools in Municipal towns generally obtain so much more than their proper share of the Provincial grant, but actually in some places they obtain, besides, a portion of the cess money raised in the Districts beyond their limits. Thus in Sind the whole allotment from Provincial revenues being an insufficient supplement to the local receipts to meet the expenses of schools in the Municipal towns, no less than Rs. 24,027 are taken besides from the District cess collections to make good the deficiency. And again in Broach the former Provincial grant having been reduced to provide for the wants of other Districts, Rs. 8,000 of district cess-money are taken to make both ends meet in paying for the schools in Municipal towns. Dhárwár has also been mentioned by the Director of Public Instruction as another District in which the same thing has been done, and the Dhárwár Municipality makes no contribution whatever to the cost of Dhárwár schools.

43. The Director of Public Instruction should therefore be requested to consider and report in what way the Provincial grant should be redistributed on equitable principles with a view to the clear understanding by each Municipality invited to take charge of its schools of the proportion of the Provincial grant available for its assistance, and of the remaining liability which it will have to meet through economy, or increase of taxation. In towns it will probably be found that a given sum of money can be made to go much further in providing education by the substitution of a system of municipal aid to privately managed schools, for the system of direct maintenance of schools. But whatever means may be adopted for the attainment of the desired end, the Governor in Council will be prepared to assist by spreading the reduction of the Provincial grant to its proper amount over a number of years, instead of insisting on such reduction being carried out at once.

44. In regard to the smaller Municipalities other than those mentioned above in paragraph 38, the Governor in Council trusts that in a short time it may be found expedient to entrust to several of them the same control of primary and Anglo-Vernacular education as in the case of the present City Municipalities. In the meantime all the present Town Municipalities should be vested *mutatis mutandis* with the control provided for Táluka Committees in the following paragraphs.

45. Referring lastly to the management of schools, Primary and Anglo-Vernacular, in the non-Municipal towns and villages throughout the Districts in this Presidency, note is first taken of the "cardinal principle" laid down by the Government of India "as

essential to the success of self-government in any shape," namely, "that the jurisdiction of the primary Boards must be so limited in area as to ensure both local knowledge and local interest on the part of each of the members."

46. It has been decided that the smallest area for local self-government is to be the táluka, and that the Táluka Committee is to be composed of the Assistant Collector and Mámlatdár (ex-officio), of landholders to be elected or nominated, a representative Inámdár, and a delegate, in some places, from the Municipality of the Taluká Town. And the Governor in Council can find little encouragement to believe that speaking generally the members of Táluka Committees will be found either competent or inclined to undertake the management of schools throughout a táluka. It would in fact be impossible to ensure local knowledge and local interest on the part of non-official members of rural Boards, unless a separate Board were established for every village.

47. In these circumstances two courses have been submitted for the consideration of Government—(1) that the management of non-Municipal schools throughout a whole District should be entrusted to the District Committee, or rather to a School Board in dependence on such Committee, the members of which School Board being specially chosen for interest in educational matters would not necessarily be also members of the Committee, (2) that the management of schools in each Táluka should be divided between the Táluka Committee and the District Commmittee by rules distinguishing the matters which could most suitably be entrusted to each.

48. The plan first mentioned is founded on no principle of representation, or of local knowledge and interest. It amounts merely to the transfer of school administration from the State Educational Department to a School Board of native gentlemen who will have other occupations, and little or no opportunity of informing themselves personally of the condition and wants of the District in educational matters.

49. The second plan does not commend itself to the Governor in Council as convenient, and it would needlessly interfere with the principle of making the Táluka Committees as independent as possible.

50. It appears to the Governor in Council that for the present it will be the best plan to leave to the Educational Department the actual teaching, discipline, and management of schools, including the appointment and dismissal of masters, and the grants of leave of absence. It is not to be expected that matters involving such constant trouble will be properly looked after by the unpaid and often unwilling agency of a Táluka Committee, unless the work is left to the ex-officio members. But while spared this trouble it is possible to assign to these Committees a very real and large control

of education in their Tálukas, easily exercised at occasional meetings in such matters as:—

(1) The determination of the places at which schools shall be established, including the transfer or abolition of existing schools.

(2) The determination of the class of each school in point of cost, selection being from classes recognized by the Educational Department.

(3) The determination of the standard of teaching in each school, the selection being from standards recognized by the Department.

(4) The rate of fees to be charged to the pupils in each school whether children of cesspayers, or non-cesspayers.

(5) The number of free scholars in each school.

(6) The assignment of money to be expended through the Educational Department on grants-in-aid in places where it may be decided to rely on privately managed schools.

(7) The asssignment of sums necessary to provide accommodation for primary schools whether by building, purchase, or hire, and the determination of the way in which such accommodation shall be provided wherever wanted.

(8) The assignment of provision for secondary education, but for this the sanction of the Director of Public Instruction should be necessary.

51. The Governor in Council is accordingly pleased to direct that on the revised constitution of the Táluka Committees being effected, rules should be put in force vesting in them the powers above detailed.

58. Bearing in mind the delay which must attend important legislation of the character contemplated, and also the modification of financial arrangements which has to be effected, and the interval which must be allowed for the elaboration of minor details and the preparation for elections, it seems to His Excellency the Governor in Council to be impossible that the scheme now sanctioned should come into operation before April 1st, 1883.

Repairs of Fixtures and Fastenings.

NOTIFICATION.

The subjoined Government Resolution No. 212 A.—1622, dated 7th September 1882, Public Works Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
2nd October 1882.

No. 212 A.—1622 of 1882.

PUBLIC WORKS DEPARTMENT.

Bombay Castle, 7th September 1882.

Memorandum from the Commissioner in Sind, No. 5074, dated 29th August 1882.

Submits a letter from the Collector of Shikárpur, pointing out, with reference to para. 3 of Government Resolution No. 167 A.—1211, dated 6th July 1882, that a good many buildings at Shikárpur are occupied *both* as private residences and as public offices; that this is the case with the bungalows occupied by his four Assistants and the Superintendent of Police; observing that it it evidently undesirable that in one or two rooms in a building petty repairs should be executed by the Public Works Department, and in the rest of it by Civil Agency, and in some cases as that of doors, no one could say who should mend a lock or replace a pane of glass; and recommending that in such cases the petty repairs should be executed by the Department holding the office in the building. Adds that it would be more convenient to treat these bungalows as buildings occupied for public offices, the petty repairs being executed by the officers occupying the buildings, and charged for in their contingent bills, only the general repairs being executed by the Public Works Department.

RESOLUTION.—Such buildings as those referred to by the Commissioner in Sind should be treated as public offices and the petty repairs should be executed by the officers occupying them. Where no rent is charged, the outlay should be acounted for in Departmental contingent bill, but where rents are recovered and credited to the Public Works Department, the outlay may be charged in the Collectors' Public Works Accounts with the Examiner's Office, against appropriations to be obtained from the Superintending Engineer of the Division.

W. A. BAKER, Colonel, R. E.,
Under-Secretary to Government.

To the COMMISSIONER in SIND; all DEPARTMENTS of the SECRETARIAT; the MINT MASTER, BOMBAY; the POST MASTER GENERAL, BOMBAY; the DIRECTOR-GENERAL of TELEGRAPHS in INDIA; the SUPERINTENDENT of TELEGRAPHS, BOMBAY DIVISION; the CHIEF ENGINEER for IRRIGATION; the SUPERINTENDING ENGINEER, N. D.; the SUPERINTENDING ENGINEER, S.D.; the SUPERINTENDING ENGINEER, C.D.; the SUPERINTENDING ENGINEER in SIND; the PORT ENGINEER, KARACHI; all EXECUTIVE ENGINEERS (including IRRIGATION); the SUPERINTENDENT, PUBLIC WORKS, BHUJ; the SUPERINTENDENT, PUBLIC WORKS, RAJKOT; the EXAMINER of PUBLIC WORKS ACCOUNTS; the ACCOUNTANT-GENERAL, BOMBAY.

Salary-Bills.

NOTIFICATION.

The subjoined circular from the Accountant-General, No. 71, dated 23rd September 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
4th October 1882.

Salary and fixed Allowances of Gazetted and Ministerial Officers to be drawn on a single bill.

CIRCULAR No. 71.

GAZETTED AUDIT DEPARTMENT.

From The ACCOUNTANT-GENERAL, Bombay;

To All COMMISSIONERS, HEADS of DEPARTMENTS,
COLLECTORS and TREASURY OFFICERS.

Dated Bombay, 23rd September 1882.

The Comptroller-General having approved of my proposal that the salary and fixed allowances of an officer, whether Gazetted or Ministerial, even if chargeable to two more major heads of account, should be drawn on a single bill, it is requested that all officers who have hitherto drawn their allowances on more than one bill will, from the beginning of October 1882 (for pay and allowances due for September 1882), discontinue the former practice, and will include all their allowances paid from *a Government Treasury* and not received *direct* from a Foreign Body in one bill, but will enter each item separately.

2. In cases of plural appointments in which an officer combines Gazetted and non-Gazetted appointments, all the salaries of the officer should be drawn on a Gazetted officer's salary-bill form under the officer's own signature.

3. Heads of offices are requested to see that establishment-bills conform to the above rule. If any Ministerial officer holds appointments on different establishments, the whole of his salary should be drawn (in separate items) on the bill of the establishment in which his principal appointment is included, and a reference to this bill should be given in the bills of the other establishments in which the subsidiary appointments are included, in order to account for the short drawal on those bills.

A. COTTERELL TUPP,
Accountant-General.

Geology.

No. 368 S.

From E. C. Buck, Esq., C.S.,

Secretary to the Government of India,

To The Superintendent of the Geological Survey of India.

Rev. and Agri. Dept.

Surveys.

Simla, the 5th September 1882.

Sir,—I am directed to acknowledge the receipt of your letter No. 425, dated the 21st November last, making certain observations on the best means of providing for geological training as part of a scheme of education in natural science generally.

2. Your letter opens out two questions:—

(i.) The appointment of natives to the Geological Survey.

(ii.) The encouragement of the study of geology in schools and colleges.

3. The second point having been fully discussed with the Local Governments, it appears to the Governor-General in Council that, while special instruction in geology is not, as a rule, provided at our Indian colleges, a fairly good education in the less specialised natural sciences is everywhere obtainable, and that this is the best, and, as matters stand in India, the only possible preparation for geological study. His Excellency in Council agrees with you that, so far as the Geological Survey Department is concerned, special provision for geological training in Indian colleges is not required, and would, so far as it might be calculated to raise hopes that could not be fulfilled, be injurious. The Department musters only fifteen graded officers, a number too small to offer any inducement to the opening of special classes, even if such classes could be expected to turn out qualified candidates; while on the other hand native students who have taken high degrees at Indian Colleges in the physical sciences, would always offer a field of selection, and their previous training would render them more likely to acquire the habits of mind requisite for the work of the Geological Survey than the training which a student of the single specialised subject could be expected to obtain in the curriculum of an Indian College.

4. The first point is the only one about which definite action is required. The case stands thus: originally four probationers were appointed to the Geological Survey, but they have by this time been reduced to two. In 1879 the two remaining probationers were promoted to the rank of Sub-Assistants on salaries rising by early increments from Rs. 150 to Rs. 200. Their further advancement depends on themselves; but the reports hitherto received from you do not encourage the Government of India to hope that they will ever be thoroughly qualified for original and independent work. As regards the question of appointing other native proba-

tioners in future to the Survey, the Government of India considers that your objections have much force. Not only is the work of a special nature, requiring, if it is to be of any use, to be kept up to a very high standard of scientific completeness, but the smallness of the Department requires peculiar efficiency in each of its members. Nor is it rendered attractive by the existence of any great prizes. The pay of the European officers in the Survey is not much more than that which a Deputy Collector may now hope to attain. The service is onerous and exhausting. There is consequently little to attract outsiders; in practice, it is difficult to maintain a supply of duly qualified European candidates. The restriction therefore of any fixed proportion of the appointments to natives, while it might materially weaken the efficiency of the Department, would go but a small way towards encouraging the study of physical science on the part of native candidates for employment, and would have quite an insignificant effect in reducing expenditure.

5. The present probationers are, as already stated, not altogether a success, and if better qualified natives are in future to be admitted into the Department, a different method of selection must be adopted. It is not enough to appoint youths as probationers with no knowledge of natural science, and to expect that the superficial knowledge of geology which they may pick up in the museum or in camp will meet the requirements of the service. A thorough preliminary education is the first requisite, and nomination should be confined to graduates in the physical science schools of Indian or other Universities. A beginning has already been made in this direction by the appointment of Mr. Pramatha Nath Bose, a Bengali gentleman and a graduate of the London University, to be an Assistant of the 3rd grade. It is not improbable that from time to time similarly qualified natives may offer themselves for employment in the graded ranks of the Department, and the Government of India will look to you to keep this object in view as vacancies occur.

I have the honour to be,
Sir,
Your most obedient servant,
E. C. Buck,
Secretary to the Government of India.

No. 370 S.

Copy with copy of the Superintendent's letter forwarded to the Government of Bombay, in continuation of the Resolution in the Home, Revenue and Agricultural Department No. $\frac{4}{329-35}$ dated the 10th September 1880.

By order.

The Gilchrist Scholarship.

No. 1725.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 4th October 1882.

Depatch from Her Majesty's Secretary of State for India, No. 13, dated 31st August 1882—Forwarding for information and for the necessary publication, copy of a letter received from the Gilchrist Trustees, announcing their intention to substitute from January 1884, one scholarship annually for India, at £150 a year, tenable for four years and conditionally for five years, in place of the two scholarships at £100 a year, and tenable for four years, now offered by them.

RESOLUTION.—To be published in the *Government Gazette*, and copy forwarded also to the Director of Public Instruction and the Sub-Examiner Gilchrist Scholarship (Principal of the Elphinstone College).

C. GONNE,
Chief Secretary to Government.

To the DIRECTOR of PUBLIC INSTRUCTION; the SUB-EXAMINER, GILCHRIST SCHOLARSHIP, with copy of the above.

Public Educational No. 13.

INDIA OFFICE,
London, 31*st August* 1882.

To H. E. the Right Honorable the GOVERNOR IN COUNCIL, Bombay.

SIR,—I forward herewith for the information of your Excellency in Council, and for the necessary publication, copy of a letter received from the Gilchrist Trustees, announcing their intention to substitute from January 1884, one scholarship annually for India at £150 a year, tenable for 4 years, and conditionally for 5 years, in place of the two scholarships at £100 a year and tenable for 4 years, now offered by them.

I have, &c,
(Signed) HARTINGTON.

4, BROAD SANCTUARY
WESTMINSTER, S.W.
August 8th 1882.

SIR,—I have the honour of informing you by direction of the Gilchrist Trustees that in consequence of the very limited competition for the two scholarships each of £100 per annum for four years, at present annually offered by them to natives of India, they have decided to withdraw these and to institute in place of them a single scholarship of £150 per annum for four years, to be extended to five if the scholar should prove himself worthy this scholarship, to be awarded by competitive examination in the same manner as at present.

The two scholarships will be awarded, as hitherto, in January 1883, and the single scholarship will be substituted for them in January 1884.

I have to request that you will cause this change in the terms of the Gilchrist scholarships to be made known in India, and remain, &c.,

(Signed) W. B. CARPENTER.

(True copies.)

(Signed) F. A. SPENCER,
Superintendent.

(True copies.)

J. M. BOCCARRO,
Head Assistant,
Director of Public Instruction.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT, FROM THE 16TH AUGUST TO 15TH SEPTEMBER 1882.

18*th August* 1882.—Twenty-five days' leave, without pay, is granted to Mr. Balwantrai Harjivandas Mehta, First Assistant Master, Bhavnagar English School.

18*th August* 1882.—Mr. Reazril Hassin Mastafa Ali Munshi, Ahmedabad No. 9 Urdu School, is appointed Teacher of Urdu, Ahmedabad Training College, as a temporary measure.

18*th August* 1882.—Two months' sick leave is granted to Mr. Thakardas Narotamdas, Fifth Assistant Master, Surat Government Branch School.

18*th August* 1882.—Mr Bamanji Dhanjibhai Patil, Sixth Assistant Master, Government Branch School, Surat, is appointed Acting Fifth Assistant Master in the same School.

18*th August* 1882.—Mr. Morarji M. Pandya, substantive *pro tem.* Seventh Assistant Master, Rajkot High School, is appointed substantive *pro tem.* Second Assistant Master, Rajkot Training College.

18*th August* 1882.—Mr. Gopalji Gulabhai Desai, Fifth Assistant Master, Rajkot High School, is appointed substantive *pro tem.* Fourth Assistant Master, Rajkot High School.

19*th August* 1882.—Mr. B. M. Trivedi is appointed Acting Fifth Assistant Master in the Ahmedabad High School.

22nd August 1882.—A further extension of a month's sick leave is granted to Mr. T. B. Karani, Seventh Assistant Master, Elphinstone High School.

22nd August 1882.—A month's leave, without pay, is granted to Mr. N. V. Koppar, Acting Sanskrit Teacher, Dharwar High School.

23rd August 1882.—Mr. Ramchandra Dinkar Phadke, B.A., Sixth Assistant Master, Poona High School, is appointed substantive *pro tem.* Fifth Assistant Master in the same School, *vice* Mr. Karandikar, resigned.

23rd August 1882.—Mr. Krishnaji Raghunath Kelkar, Ninth Assistant Master, Poona High School, is appointed substantive *pro tem.* Sixth Assistant Master in the same School.

23rd August 1882.—Mr. Maheshwar Dhondeo Joshi, B.A., Thirteenth Assistant Master, Poona High School, is appointed substantive *pro tem.* Ninth Assistant Master in the same School.

23rd August 1882.—Mr. Vishnu Sakharam Padvekar, substantive *pro tem.* Sixteenth Assistant Master, Poona High School, is appointed substantive *pro tem.* Thirteenth Assistant Master in the same School.

23rd August 1882.—Mr. Vasudeo Krishna Bhat, substantive *pro tem.* Nineteenth Assistant Master, Poona High School, is appointed substantive *pro tem.* Sixteenth Assistant Master in the same School.

23rd August 1882.—Mr. Balaji Sadashev Date is appointed substantive *pro tem.* Nineteenth Assistant Master in the Poona High School.

31st August 1882.—Mr. G. T. Dixit is appointed substantive *pro tem.* Head Master, First Grade Anglo-Vernacular School, Kalyan.

31st August 1882.—Mr. S. B. Dixit is appointed First Assistant Master, First Grade Anglo-Vernacular School, Barsi.

2nd September 1882.—Mr. Krishnarao Bhai is appointed Drawing Master, Jagannath Sankershet School, *vice* Mr. Ramchandra Haribai.

9th September 1882.—Three months' extension of sick leave is granted to Mr. K. K. Garde, Fourth Assistant Master, Karwar High School.

9th September 1882.—Leave without pay, from 21st September to 25th November 1882, is granted to Mr. K. S. Masur, Acting Third Assistant Master, Dharwar High School.

11th September 1882.—Sick leave for a fortnight is granted to Mr. Ramchandra Hariba, Drawing Master, Sholapur High School.

15th September 1882.—Mr. Ganesh Krishna Deshmukh, substantive *pro tem.* Tenth Assistant Master, Elphinstone High School, is appointed Twelfth Assistant in the same School, but to continue to act as Tenth Assistant Master.

15*th September* 1882.—Mr. Ganesh Vishnu Dange, B.A., is appointed substantive *pro tem.* Twelfth Assistant Master, (Marathi Side), Elphinstone High School, *vice* Mr Deshmukh.

15*th September* 1882.—Two months' leave, without pay, is granted Mr. Jamsetjee B. Kanga, Sixth Assistant Master (Gujarathi Side), Elphinstone High School.

15*th September* 1882.—Mr. E. B. Karani, Seventh Assistant Master (Gujarathi Side), Elphinstone High School, is appointed substantive *pro tem.* Sixth Assistant Master in the same School.

15*th September* 1882.—Mr. F. R. Billimoria, Eighth Assistant Master (Gujarathi Side), Elphinstone High School, is appointed substantive *pro tem.* Seventh Assistant Master in the same School.

15*th September* 1882.—Mr. N. P. Desai, Ninth Assistant Master (Gujarathi Side), Elphinstone High School, is appointed substantive *pro tem.* Eighth Assistant Master in the same School.

15*th September* 1882.—Mr. M. D. Arjani, Tenth Assistant Master, (Gujarathi Side), Elphinstone High School, is appointed substantive *pro tem.* Ninth Assistant Master in the same School.

15*th September* 1882.—Mr. H. N. Lord, Eleventh Assistant Master (Gujarathi Side), Elphinstone High School, is appointed substantive *pro tem.* Tenth Assistant Master in the same School.

15*th September* 1882.—M. F. K. Bajari, Twelfth Assistant Master, (Gujarathi Side), Elphinstone High School, is appointed substantive *pro tem.* Eleventh Assistant Master in the same School.

15*th September* 1882.—Mr. M. N. Pavri, Thirteenth Assistant Master (Gujarathi Side), Elphinstone High School, is appointed substantive *pro tem.* Twelfth Assistant Master in the same School.

15*th September* 1882.—Mr. F. P. Desai, Fourteenth Assistant Master (Gujarathi Side), Elphinstone High School, is appointed substantive *pro tem.* Thirteenth Assistant Master in the same School.

15*th September* 1882.—Mr. D. H. Vacha is appointed substantive *pro tem.* Fourteenth Assistant Master (Gujarathi Side), Elphinstone High School.

15*th September* 1882.—Mr. G. B. Modi is appointed substantive *pro tem.* Fifteenth Assistant Master (Gujarathi Side), Elphinstone High School.

15*th September* 1882.—Mr. H. T. Daru is appointed Sixteenth Assisant Master (Gujarathi Side), Elphinstone High School.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
21st September 1882.

Bombay Educational Record.

No. 11.] NOVEMBER, 1882. [Vol. XVIII.

THE MONTH.

The deep interest in female education which was manifested by the native community of this Presidency during the recent Sessions of the Education Commission at Poona, Bombay, and Ahmedabad was most encouraging. But it would be a mistake to assume that this was any sudden awakening of the public mind, caused by the advent of the Commission. There can be no doubt that the Commissioners' visit has stimulated and encouraged all those who are engaged in the work of education, including the Commissioners themselves. But if there has been any conversion to new views, it should rather be predicated of the public of other Presidencies, who are now probably aware, not only that more has been done for the advancement of female education in Western India than elsewhere in the Empire, but that the greater liberty of action which is accorded to native ladies in this Presidency renders the future extension of female education a much less difficult matter with us than with communities in other parts of India. We are far, however, from thinking that the progress already attained affords ground for unmixed satisfaction. Only a small fraction of the children who ought to be at school are under instruction, and secondary schools for girls can hardly be said to exist. How, then, is the next stage of progress to be reached? The learned Hindu lady, Ramábái, has discerned the true answer to this question by endeavouring to awaken her own countrywomen to a proper sense of *their* relations and duties to the generation that will succeed them. Following up the impression produced by the visit of the Education Commission, Panditá Ramábái has lately delivered a series of public addresses on this important reform to native ladies at Poona, Ahmednagar, and Bombay, and in every instance she has met with a most encouraging reception. The effect of her eloquence at the Presidency town is thus admirably described in a recent article in the *Indu Prakásh* :—

> "Bombay has seen and heard Panditá Ramábái, and there can be no doubt that the result has been eminently satisfactory. The learned lady has been welcomed in a hearty manner, and her lectures and discourses have been listened to by large crowds with an attention which any orator of the day might justly envy. Every class of the native community has exhibited more than ordinary interest in her and her work. Almost all the leading educated natives of the place have sought her acquaintance, and having sought it successfully, have cheered her up in the noble mission which she has undertaken and for which she is determined to fight to the last. Her example, on the other hand, has had something of the electric effect on the large number of the native ladies that have attended her lectures. For the first time in their lives have they seen one of their sex, speaking their own language, and attired in their costume, stand before a large audience and deliver lectures without betraying the least sign of nervousness. The idea of a woman playing the rôle of a lecturer, and that too before men, is something so new to our ladies that very likely most of them, who heard Panditá Ramábái, doubted in the beginning if she was an Indian lady. But the grace and ease, with which she lectures in Marathi, must have removed all erroneous impressions and must have prepared her lady-hearers to receive her words with all attention. And her very appearance before them in the capacity of a preacher would seem to have struck a chord of sympathy in their hearts and encouraged them to profit by her example. Native ladies are unusually bashful, and though a very large number of them attended her first lecture, very few, we believe, came prepared to stand and speak and follow the example of the learned lady, whom they went to hear. But after the Panditá had finished, the ladies present were asked to express their thoughts on the subject she had dwelt upon. This request was made with some doubt as to its being acted upon. The native ladies were hardly expected to take up the hint, and for some minutes after it was made, the ladies looked at one another, as if they could not understand what it meant. But all of a sudden the ice of reserve was broken, and one of the ladies present gathered courage and stood up to have her say. And she said it with a calmness, which was certainly commendable. She was followed by another lady, and then a good many rose, one after another, as if the influence of the learned lecturer had exerted itself upon those present then and there. The fair speakers acquitted themselves admirably; perhaps the thoughts they expressed were crude, but the manner in which they were expressed was more than encouraging. One lady went so far in her admiration of the Panditá as to call her 'the Native Ladies' Advocate' (Vakil); another lady was so very enthusiastic in her praise of the Panditá as to tell the audience that she was, in the speaker's opinion, specially created by Providence for the salvation of the women of India; a third lady called upon those of her sex present there to judge from the Panditá's example what a woman could be and could accomplish. So marked and immediate was the influence of

Panditá Ramábai's appearance before the Bombay public that nearly half-a-dozen of the ladies present vied with one another in gracefully telling the audience what they thought of their 'able and learned sister.' Even the most hopeful of women's advocates amongst us were hardly prepared for this singular, but most delighting, spectacle. And this eminently satisfactory result is due to some extent to Panditá Ramábái, who has, by her example, shown that it is possible for a native lady to stand and preach sense before the public."

Fifteen years ago a public address on this topic, delivered by an Indian lady, even of the Panditá's culture and intellectual strength, would probably have won but scant sympathy; and it is clear that opposition or indifference to measures calculated to raise women to the intellectual and social position which they once occupied in this country is still common in society at large. But we firmly believe that among the educated classes of the community this baneful spirit is fast disappearing and is giving place to a feeling—more or less vague doubtless in many minds—that the necessity for a "new departure" has arisen, and that the intellectual and social amelioration of women cannot be any longer selfishly postponed, as if it were a question which a remote posterity could alone determine. Native society in Western India has, in fact, entered upon that inarticulate phase of human progress which may be called the reformer's opportunity; that golden moment when the voice of a single intense and earnest mind may formulate the wishes and shape the policy of a whole community. Whether Panditá Ramábái will be found equal to discharging this great and noble function time alone can show. Long-established custom is hard to change; and it would be rash to predict that even those of her own people who are awake to the necessity for present action have, in every instance, the courage of their opinions, and would not in the face of opposition relapse into that old sleep of contentment with existing social custom, which has not only cut them off from some of the best influences of Europe, but from the earlier and more generous traditions of their own ancestors. On the other hand, the Panditá has many high qualifications for the task which she has undertaken, learning, eloquence, fearlessness, and a clear conception of the means by which the great problem before her can be solved. She has also the moral support of every liberal mind both in her own and in the European community; and those old giants, Tyranny and Violence, if not dead, are grown so crazy and stiff in their joints that the reformer has little cause to fear them. With all those advantages on her side success might at first sight seem assured. It should not, however, be forgotten that though the old-fashioned appeal to the stake or to the scaffold is now never heard in civilised countries, the path of human progress is still haunted by an Apollyon, who has never been known to let any faithful reformer pass along it without a struggle. Something more, then, than mere passive support must be given by the enlightened men and women of the Panditá's own community, if the noble object which she has in view is to be permanently secured.

PROFESSOR HUXLEY has lately given evidence before the Royal Commission on Technical Instruction respecting the methods and results of science teaching under the Department of Science and Art. The Commissioners have also examined Colonel Donnelly, Captain Abney, and Mr. Iselin on the same subjects. Sir Philip Cunliffe Owen has given evidence upon the working of the South Kensington Museum, and of the aid given from that centre to provincial museums by the system of circulation and part payments towards the acquisition of permanent art collections.

WE are glad to see that the Indian Club at Calcutta has been established on the same basis as the Northbrook Club in London. A general meeting of the members was held at the Club-house on the 18th instant, H. H. the Maharajah of Cooch Behar presiding. Among others, the following gentlemen were present:—The Ven'ble Archdeacon Joseph Baley, Rev. Father E. Lafont, S.J., Dr. D. B. Smith, M.D., Pundit Maheschandra Nayaratna, C.I.E., Mr. B. L. Gupta, C.S., and others. The president, in opening the meeting, said that the object with which the club was established was to supply a place where gentlemen, both native and European, could freely mix, independent of their social, political, and religious differences. The various sections into which educated society here was divided required a common platform, where coming more in contact with one another, they might be brought to harmonise, and the line dividing them would continue to be marked not so much as now. The club would afford its members the advantages of a library and reading-room, and a billiard-room. There would also be a refreshment-room; but he (the president) doubted whether it was yet advisable to define its nature, except that it would give to individual members the advantages of a dinner,—intoxicating drinks and drugs being in every case disallowed. Babu Pryanát Ghose, M.A., honorary secretary, read some of the most encouraging letters received from the Earl of Northbrook, Sir W. Muir, Professors F. Max Müller, Monier Williams, and E. B. Cowell. The proceedings of the meeting of the projectors of the club were then read and confirmed. The president asked the secretary to lay before the meeting the draft rules for the club, submitted by the managing committee for approval. It was then resolved to have the rules printed and circulated among the members before they were finally passed at another general meeting to be held on the 1st proximo. In the meantime the draft rules would hold good.

We trust that the time is not far distant when Bombay will follow the example of the public-spirited citizens of Calcutta.

We understand that the Bengal Educational Department contemplate opening a class in the Calcutta Medical College for female students of all castes and creeds. It will be quite distinct from the other classes of the College; and while the Principal and Professors will be entrusted with the general supervision of it, the pupils will be mainly instructed by competent ladies brought out from Europe.

ON THE TEACHING OF READING.

(Continued from p. 259.)

We now proceed to the so-called *Phonetic Method.* The Report says (p. 7),—"We are of opinion that the method of teaching Reading on the Phonetic system should be tried in one of our Schools. By this method the difficulties to be overcome are *still further diminished.* The words are spelled as they are pronounced; no letters have more than one sound; every sound has a separate letter; digraphs and trigraphs are dispensed with; and all silent letters are struck out. This method has been tried with considerable success by Dr. John W. Martin in Ireland. It is stated that, when children can read books in which the Phonetic spelling is employed, they readily learn to read books in the ordinary spelling; and that they pick up the ordinary spelling with equal readiness. We can well believe that the *ripened intelligence of children,* who had learnt to read words phonetically spelled, would very rapidly enable them to read words in the ordinary spelling; but we are not so entirely satisfied that they would quickly forget the spelling to which they had been accustomed, *and acquire a capricious spelling that was perfectly new to them.* This is a point, however, which can only be determined by experience; and we strongly urge, therefore, that the experiment should be fairly tried in ONE or MORE of the Board's Schools."

The Report informs us also that Dr. John Martin had tried his method with eight boys, unfortunately only for twelve months; "and that in Ireland the success was, no doubt, partly due to the fact that the children 'were taught to sing the letters,' for Phonography has the peculiar advantage of being set very easily to music." "And the Committee must have been delighted by a sample of singing-lesson on the Phonetic principle." At any rate, one of the gentlemen of the Committee admitted, "I should have considered such evidence conclusive," but he added, "had the examination been on larger a scale."

Dr. Martin gives us also the following opinion of one of the School Inspectors—"He acknowledged, that if phonetic spelling were altogether introduced, to supplant the present orthography, it would be an immense gain; but that he thought nothing but the gravest failure and injury to education of children could result from the efforts to use it as a *stepping stone* to learn the ordinary spelling."

The above evidence induced the Committee to recommend that the experiment should be tried of teaching children to read words spelled in the ordinary way, by first teaching them to read words spelled phonetically, but with the following apology for doing so, "It will be observed that we express no opinion on the expediency of rendering our spelling uniformly phonetic, that being a question with which we have not to deal!"

I shall now quote the answers the Teachers gave on the questions, "Do you believe learning to read would be hastened by a more complete Alphabet, possessing a separate character for each sound?" "What is your opinion of the value of Phonetic spelling in the introductory stages of Reading?"

To questions like these, the replies were :—"We should not secure the results as soon with the Phonetic spelling." "From my own experience, I have never felt much difficulty in teaching children their letters and to read with care." "I am quite satisfied with the Alphabet as it stands. I never had any difficulty in teaching Reading." "If the number of letters be increased, the time occupied in learning them will be proportionately increased, so that the progress made by a child at seven years of age would not be so great under the Phonetic system as with the ordinary method." "Yes, to certain extent; but I do not thoroughly understand the Phonetic system." "No; the mechanical difficulties would be increased." "I think it possible that it might; but I have not given the subject much attention." "We have to teach the language as we find it; and it would not do to use 43 letters in our School Books, while all our others contain only 26." "I am certain of it, with unlimited time for passing Standard I." "I have nothing to do with that (recasting the alphabet)." "No: I do not see that there is any need for any change whatever."

It should be added that five or six of the above witnesses who would so easily have dispensed with the Phonetic system, taught by the Phonic method.

From the above answers, it would appear that the conclusion of the Committee, that by this (the Phonetic Method) the difficulties to be overcome are still further diminished, did *not* rest upon the evidence of practical teachers. In my opinion, some of the above answers are real widow's mites thrown into the treasury of education.

But though the Spelling Reformers seem to be defeated by the evidence of practical teachers, it is not likely that we have heard the last of their agitation. This *ignis fatuus*, dangling before the eyes of some educationists, and leading many away from the right path,—the best method,—will not vanish altogether. It will *not*, therefore, be out of place to attempt a refutation of some of the chief arguments of the Spelling Reformers, in a paper which deals with a report that gives the clearest proofs of the strenuous efforts made by one of the most influential bodies in education to obtain evidence in favour of the Phonetic System. And here I beg to reiterate a statement which I have made before in these rooms: I do not object to a Spelling Reform *per se.* A spelling reform will be effected, and is now going on gradually. What I object to is a revolutionary, a radical reform—a reform which would violently do away with the fairly settled spelling of the English Language; which is *what it is* by natural growth; and which will rid itself of its faulty formations in a similar manner as they crept in—slowly, almost imperceptibly, and in such a manner as every organic improvement in the world in general.

We are often told that our language, and particularly our spelling, are rigidly fixed, stereotyped through that awful invention the Printing Press; yet a little observation will show that our language and its spelling are in the midst of a gradual change, however slow it may be. The neuter verb to *shine* is on the road to becoming transitive, through the shoeblack's energetic cries, "Shine your boots, Sir?"

The strong preterite "caught" will soon share its supremacy with *catched;* and the *u* in both "honour" and "favour" will soon be omitted. It is with language as with the formation of the crust of our earth. Our chalk cliffs stand firm and immoveable as monuments of submarine agencies that were slowly working many thousand years ago; but the same process by which they were formed is still going on at the bottom of the Atlantic Ocean; and we are told that we are still in the *chalk period* of our earth's history. Now, in this slow process of improvement of language, everybody will take a share; but a violent change would not suit our schools; least of all, should schoolmasters allow the school-room to be turned into an arena where Phonetic gladiators may fight with their new weapon. The school-room is no battle-ground for contentious theories. After a practical scheme has been decided upon by the learned, and accepted by the authorities of the country, it will be time enough to come to the school-room with it. But I well know that, if spelling reformers cannot pose as benefactors of mankind at large (and of the little school children in particular), they lose the national support for their schemes. Therefore they exaggerate the defects of the present spelling, and call their own mother-tongue by all sorts of bad names. "Capricious," as the report has it, is very mild. According to Lord Lytton's words, failure in our present school teaching is wholly due to the "lying, roundabout, puzzle-headed delusions in our accursed system of spelling."

A member of the School Board Committee, Professor Gladstone, in a little work on Spelling Reform, mentions as the fifth ground for Reform, "The substitution of a healthy for a vicious mental training," stating that at present a young child is taught, in its reading and spelling, to distrust analogy and its sense of right; to break rules without apparent reason; and to rely on authority against evidence."

But, on the ground of inconsistency, is not the remedy suggested in the Report, to teach children, first the Phonetic, then the received spelling, *worse than the evil it is intended to cure?* What effect must it have upon the children's sense of right and authority, if at first they are taught an ideal spelling, and find afterwards, that neither their father, mother, nor friends were using that kind of spelling? That the books and papers which their acquaintances and friends were reading were almost a new language to them, that their hymns, their prayer-books, their bibles, were different from what their teachers had taught them? Such a severance of the school from the church, from the state, from social life, would do infinitely more harm than the 5 per cent. anomalies calculated to exist in the present spelling of the usual English words.

Then, as to the incongruities and contradictions in the employment of letters. One of the greatest sinners is, no doubt, the letter *a*. It has to do duty for the various sounds in *father*, *mat*, *made* and *war*, respectively. On the other hand, the sound *f* as in *feather* is also represented by the sign *ph* in *philosophy*, and other words. But are such inconsistencies peculiar to our Alphabet? Are they not met with in language generally? And in the English language specially? Yet no one ever dared to call the English language by bad names, on that score; nor proposed a reformation of our whole mode of speech. Is any one's sense of truthfulness shocked by the use of the word *hand*, both for a part of the human body, and for a whole person? Is it considered inconsistent to use the word *eye* to designate the organ of sight and also the hole of a needle? Does any one complain of the eight different meanings of the word *box*, and that yet for some kinds of boxes, the names *case*, *casket*, *trunk*, and *shell*, should have been resorted to?

And if one of the witnesses during the examination said, "I throw away the blackboard after a while," it is not likely that any of the gentlemen trembled for the heads of the school children.

If such inconsistencies and contradictions, and hundreds more, pass muster in the English language, why should the alphabet, which is no greater sinner, alone be held up to obloquy—and that mainly in its relation of being taught to children—to children who are much less critical than grown up people; to boys, to whom a duster will stand instead of the Golden Fleece, a piece of wood instead of a cricket-bat; to girls, to whom a garland is the symbol of a queen?

They take it merely as a fact, *not* as a contradictory fact, that the same sound *bow*, for instance, should mean two things, *bow* a bending, and *bough* the branch of a tree; and also, on the other hand, that the one symbol *bow* should represent two sounds, *bo* and *bow*. Just as grown-up, matter-of-fact people are not hypercritical in accepting a legacy, say of a thousand pounds, either in gold or in paper, in the shape of a bank-note, or of a cheque.

So far we have endeavoured to show that the faults of our spelling are not so formidable as represented by some; that they are no worse than language in general; and that we are in the midst of a gradual improvement.

We admit also the fact, that this improvement will be assisted by the sharp criticism of our language; as well as by the researches made both in philology and in pronunciation.

But we have still to consider the remedies that have been proposed as a speedy and radical cure. Mr. Henry Sweet, the President of the Philological Society, in his "Hand-book of Phonetics," says,—"The object of all spelling reform is to restore spelling to its only legitimate function—that of symbolising sounds." But, seeing the difficulties arising from the ever-changing nature of sounds, that is, *of pronunciation*,—so much so, "that in another century, any fixed scheme of reform adopted now, will be nearly as unphonetic as our own present Nomic spelling,"—he suggests as remedy, "The only way to meet these evils is, strictly to subordinate spelling to pronunciation. One very important result of this will be, that instead of teaching spelling, we shall have to teach pronunciation. Our maxim will be, 'Take care of the Pronunciation and the Spelling will take care of itself.' If it is wrong to confound *father* and *farther* in spelling, it must be still more wrong to confound them in pronunciation."

Further, he says, "What is wanted is a simple, consistent, and above all an *elastic* spelling, which, within certain practical limits, will adapt itself to every change of pronunciation." From that, it would appear as if Spelling Reform really meant Pronunciation Reform.

Is, then, the Schoolmaster who follows such leaders as Mr. Sweet and his friends, to be driven on to the quicksands of the ever-changing sounds of our language? and, at the same time, to be advised to relax the only fixed part of our language—Spelling? But as to pronunciation, which style is the Schoolmaster to adopt? Where is the tribunal that would give an impartial decision on the disputed points of our present pronunciation? Did not Mr. Alexander Ellis, called "the pioneer of scientific phonetics in England," only recently explain to us here in this room, that there existed no such thing as Standard Pronunciation? The conclusion is, that our spelling and reading difficulties are proposed to be settled by *unsettling our present received spelling*, and by modelling it on an improved pronunciation, the pattern for which nobody knows; and if found, allowed to be changed with the fickleness of the breath of fashion. Saturn, swallowing up his own children, seems to be the patron saint of such Reformers. May St. George preserve our children from such friends!

For a real evil, could a less satisfactory, a less positive remedy have been suggested?

As to pronunciation, I have already quoted the evidence of practical teachers on the efficacy of the Phonic method to promote correct pronunciation, and to correct provincialisms.

Besides Mr. Sonnenschein's and Professor Meiklejohn's Look-and-Say Method, Mr. Robinson's Phonic System; and the Phonetic Method, a fourth system, Dr. Leigh's Phonic Method, was recommended for trial by the Committee; and that his books should be adopted in one or more of our Infant Schools. Dr. E. Leigh's Method is evidently simply the Americanized Phonic Method, so it needs here no further consideration.

Now, what are the results of these experiments made in various schools of the methods recommended by the Board? The answer is contained in the following letter, which I received last year from the Secretary of the School Board for London in reply to a letter of mine:

"School Board for London,
"Victoria Embankment, W. C.
29th June 1881.

"DEAR SIR,—I beg to acknowledge the receipt of your note of the 25th instant, and to say that your letter of the 4th had not by any means escaped attention.

"With reference to the experiments recommended in four methods of teaching Reading—so far as the first is concerned (the Phonic Method, as taught by the late Mr. Robinson), nothing has yet been done, the system not having been commenced in any schools of the Board.

"The Phonetic Method was tried for a time in two schools, namely, in the Infants' Department of the Saunders Road School, Chelsea, and in the Orchard Street School, Hackney. The experiment has been abandoned in the latter School, and a Report on the result of the experiment in the former has not yet been received.

"Books for commencing a class on Dr. Leigh's Method have been obtained, and permission has been granted, for the instruction of a class according to that method, in the Infants' Department of the Mansfield Place School, Marylebone. This permission was given only a short time ago, and sufficient time has not elapsed to enable any committee to see what success has resulted from the experiment.

"The fourth experiment, in Mr. Sonnenschein's method, is now being carried out under that gentleman's personal direction in the Melvin Road School, Penge; but no report on the result has yet been received.

"Considerable difficulty has been experienced in commencing experiments on account of the children having to be examined annually by Her Majesty's Inspector according to Standards of Examination prescribed by the Education Department, so that scarcely any experiment has a fair chance of success.

"I am, dear Sir,

"Your obedient servant,

"THOS. SMITH,

"Principal Clerk, S. M. Department.

"To G. C. Mast, Esq., Principal of Belgrave College, 148, Buckingham Palace Road, S. W."

Is it not somewhat surprising to read in the above, that from the conclusion of the enquiry to the commencement of some of the experiments, the Committee should have allowed nearly four years to elapse? To get books from America should not have taken so long. Of course, a hypercritical enquirer might ask, why the School Board for London should send to America at all for elementary school-books, and whether books, quite as good as the American, might not possibly have been found nearer the Thames Embankment, perhaps in Paternoster Row, London, England?

We shall not enter further into that question, but we must point out that the Phonetic method alone "was tried for a time in two schools." We were prepared for that, but we did not expect that the experiment would turn out such an utter failure, as the following extract from the *School Board Chronicle* of April 8th, 1882, seems to imply:—

"PHONETIC READING.

"Mr. Mundella, in reply to Mr. Healy, in the House of Commons on Monday, said that three or four years ago, several School Boards petitioned in favour of a Phonetic course of teaching children to read, and that the London School Board was allowed to try the experiment, but, not having been found successful, it was discontinued. He had the Report of two of Her Majesty's Inspectors on that experiment, and the Hon. Member could see it, if he liked."

These are very unsatisfactory results; but I am afraid it is not altogether the Educational Department's fault, that "scarcely any experiment has a fair chance of success." The Committee's work seems to have been done before any experiments were made. Some passages in the Report show that the members of the Committee, after the enquiry, were, in regard to methods, and their relative values, to say the least, in a state of great uncertainty or indecision. One of them—Mr. Thomas E. Heller—even during the enquiry, had shown his indifference for method, by asking one of the witnesses, who had complained of "a great want of definite system in teaching Reading,"—"As a matter of fact, are not good results obtained in schools where no definite system is employed?" to which question he received the reply, "*No*, at least I have never met with them." That witness was Mr. James Mackenzie.

The Committee, after having made their statements concerning the various methods, conclude by saying,—"Whatever names may be invented for designating methods of teaching Reading, it is clear that ultimately these methods must rest on the same fundamental laws of the human mind. Their only real difference will be, the extent to which they utilize those laws, or violate them. Of far more importance than the method is the intelligence of the teacher who employs it."

But, the intelligence of the teacher being the same, will it not be easier for him, and more profitable for the pupils, to employ a good method than a bad one? Why, after the enquiry, and description of the various methods, speak now, as if there were no difference between good and bad methods? and why throw the onus of selection entirely upon the intelligent teacher? At this point, the clear intellect of seeing what is the best method, the courage to work for it and to make it prevail, would surely have been the qualities one might have expected from the School Board. The *right method* is wanted for the intelligent teacher, as well as for the mediocre teacher, and is, indeed, more indispensable for the latter than for the former. Any electrician can produce a splendid light with an Edison lamp, but an Edison cannot give more light with a rushlight than can a stable-boy. A jockey, however intelligent, cannot win the Derby on a cart-horse; nor can a railway conductor run sixty miles an hour on a tram-car. As little can even an intelligent teacher achieve the best results with a bad method.

Looking at the whole of the action of the Board in this matter, we cannot help thinking that, praiseworthy as their attempt was in taking action, with the view of solving some of the difficulties that surround the teaching of Reading, the Board, elected as it is now, is not exactly the body to grapple with the niceties of method in teaching. One thing, however, naturally suggests itself. We shall soon have again an election of a new School Board. What, if practical Englishmen were to elect, besides Members of Parliament, Parsons, Lawyers, Carpenters, and Churchwardens, a few Practical Schoolmasters, before their disappearance, which the "Private Schoolmaster" states may be expected in the immediate future.

The *Schreibleseunterricht*, or *Write-and-Read method*, though mentioned in the Report, was not one of the methods recommended for experiment by the Committee, probably because they considered it simply as a variety of the Phonic method; for I was told that the Write-and-Read method, which I had the honour of explaining before the Committee, was very like Mr. Robinson's and Dr. Leigh's Phonic systems. Yet, as I will show now, it is quite a distinct method, representing the latest development of the Phonic system.

Already in the seventeenth century, the famous teacher of Latin and Greek, the well-known *Wolfgang Ratich*, had proposed to utilize writing in teaching Reading; to begin with writing the most simple letter in red ink, to let the pupil write over it with black ink, and to make him repeatedly pronounce the name of the letter. About the middle of the last century, a Frenchman, with the name of *Launey*, published a method, in which the first exercises in writing were connected with a Phonic method of teaching Reading. It found acceptance under the name of *Scriptologie* or *Ecriture-lecture*.

Diesterweg in his "History of Education" says:—"Already, in 1755, the *Schreiblese Methode* existed in France." Bell and Lancaster also, almost at the same time, made the children write the names of the letters in sand, to familiarize them with their forms, in teaching them to read. Ritich's method was lost in Germany during the ravages of the Thirty Years' War. It was the Bavarian School Councillor Gräser, who, at the beginning of the present century, revived it again.

The Schreibleseunterricht (Write-and-Read method) as practised in Germany, is described as follows in Dr. Schmid's "Cyclopædia of the Science of Education":—

"As in other methods, the beginning is made with the vowel, with which a consonant is connected immediately afterwards. Of German written characters the *i* is without doubt the easiest to form. With that vowel the teacher begins, placing himself before the blackboard, and forming the letter there in chalk, in sight of the children. Then he gives the power of the letter; makes the children copy it on their slates; and pronounce it repeatedly. From the *i* he proceeds to the consonant *n*, which he treats in the same manner; but then, as soon as the children have learnt to write it, it will be connected with *i* before and after, *ni*, *in*; and at last the two combinations are combined in *nin*. Hereupon follows in the same manner the *m*; after that the *u* and *e*; so that now a considerable number of syllables can be written and pronounced. Thus the instruction proceeds in taking the letters, one after the other, in the order of facility in writing, and of similarity in form, until all letters are written and read, and combined in simple words in as great a variety as possible. Such a Write-and-Read instruction is preferable to the Read-and-Write instruction followed by some, in which method the reading of the letter and afterwards of the word, is the first step, and the word is afterwards copied as an exercise in writing, and for the sake of impressing the form of the letter deeper into the minds of the children. But just as *Preparatory Exercises* had been already recommended as an improvement on the Alphabet method, and had been declared to be absolutely necessary in the different varieties of the Phonic system; so also with the Write-and-Read method, preparatory exercises are pronounced to be either absolutely indispensable, or at least very profitable, and in accordance with the laws of a sound method. In connection with the Write-and-Read method they consist of preparatory exercises for *ear* and *mouth*, and of preparatory exercises for *eye* and *hand*. The former consist in the analysis of sentences into words, of the latter into syllables, and of these into sounds, by repeating some sentences, their words, syllables, and sounds, before the children; and by making them repeat them, until writing is begun with the sound *i*, having obtained it through analysis. The preparatory exercises for the *eye* and *hand* are intended to teach children to know and distinguish the right and left, the top and bottom of their slates; and to practise their eyes and hands in the formation of the elements of our written letters, perpendicular lines, slanting lines, the oval, the loop, the curve, &c. The teacher should, however, be on his guard, not to dwell too long on these exercises, from a desire to be thorough and exhaustive, lest he should lose sight of the fact that they are merely preparatory.

"Wherever the Science of Education (das Unterrichtswesen) has made progress, the *Schreiblese Methode* is probably at present the most widely spread, and has mostly displaced the Alphabetic method, as well as the pure Phonic method.

"It may be granted that by the latter system the pupils learn reading sooner, because writing requires a longer time to learn than merely remembering the letters of the Alphabet, and their powers.

"However, if Writing is taught separately after Reading, it will, nevertheless, require just the same time; consequently the necessary time in both methods will, at the worst, be equal. But the connexion of Writing with Reading has the threefold advantage that,—(1) the form and sound of the letter are more firmly impressed on the mind of the pupil by means of the Writing; for what I *write* goes deeper in, and remains more lastingly in the mind, than what I merely see; (2) that by the employment of the hand, the pupils' self-activity is increased, and the consciousness of being able to do something themselves guards them against weariness and intellectual fatigue, and increases their love and zeal for study; and (3) that already, at quite an early stage, it is rendered possible to occupy the little pupils in a useful manner; during the time that the teacher cannot bestow upon them his whole attention; a circumstance of great importance, particularly with large classes consisting of several divisions."

In the above it will be noticed that the *Schreibleseunterricht* does not promise the most striking results in the shortest possible time; on the contrary, *slow and sure* is one of its characteristics.

If, then, the Write-and-Read method is acknowledged to be the best and almost universally adopted method of teaching Reading and Writing in Germany, and if, in England, we are still in search of the best method for these subjects, the only really practical question would be,—Is there anything in the English Language which would prevent its adoption, or which would promise less satisfactory results?

Before the enquiry, the Report of which this paper has for subject, there might have been doubts whether the unphonetic character of the English Language might not be an obstacle to the introduction of this method. I, myself, having made an attempt to remove any difficulties on that score, some years before the above enquiry, and having fairly succeeded, never shared that doubt.

But, if the evidence of practical teachers is worth anything at all, the striking testimony in favour of the practicability of the Phonic method already recorded, must dispel any doubt about it for ever. But, if the Phonic method is practicable, then, I contend, the Write-and-Read method is still more so, in connexion with the English Language. For, compared with German Script-hand, the English Script-hand is so much easier for writing, that even in Germany the Roman or English Script-hand is actually used in some schools for the first stages of the *Schreibleseunterricht*.

Moreover, by writing a word on the board, it is easy for a teacher to make an unphonetic word phonetic; for instance, he may discriminate the four sounds of the letter *a* by *a ā ȧ ạ*, as in *father*, *māde*, *man*, *war*; while he can put silent letters in brackets or cross them as, for instance, *thr-ō-(ugh)*, or *thō-~~ugh~~*. But there are many ways of thus rendering the letters temporarily phonetic; all that is required is that a settled plan of working should be laid down by the Teacher beforehand. Thus, by the Write-and-Read method, every advantage may be obtained that a Phonetic spelling could yield for teaching Reading, at the expense of a little extra chalk. Write-and-Read primers can also be easily produced at a much smaller cost than mine, which was published for no other purpose than to show how a difficulty could easily be overcome.

As "all higher knowledge is gained by comparison, and rests on comparison," it may not be out of place here to show by a sentence how the various methods treated of above, would work. I take the sentence:—

"It appears that there are in England and Wales, in round numbers, five million children of the labouring population, who may be expected to attend public elementary schools. About half this number are actually on the rolls of such schools."

If read by the *Alphabetic* method, and a child is unable to make out a word, he must spell it, as for instance, *a-p, ap; p-e-a-r-s, pears,* &c. According to the Look-and-Say method the words would be read right off; if a child hesitates he is led to the sound of the word by dividing it: as for instance, "*there,*" *ere* would be presented first, and then the sound of *th* prefixed.

By Jacotot's Look-and-Say method the whole of the extract would be put on the blackboard, read by the teacher, repeated by the children, a word, as for instance *there,* picked out, and the children asked to show other words which begin with *th*; what sound that combination has, &c.

In Mr. Robinson's adaptation, the extract would be printed in ordinary type, with dots, strokes, or brackets, above or below some letters, the silent letters being printed in a different and somewhat smaller type.

By the Write-and-Read method, according to my adaptation, it would appear in *script* characters, as follows:—

It ap-pē (a) rs t͜hat t͜her (e) ar (e) in En͜g-land and Wāl (e) s, in ro͜und num-bers, fiv(e) mil-li-on c͜hil-dren of t͜hē lā-b(o)ur-in͜g pop-ū-lā-tion, (w)hō mā(y) bē ex-pec-ted tō at-tend pub-lic el-e-men-tar-y sc͜hōōls. Abo͜ut ha(l)f t͜his num-ber ar(e) act-ū-all-y on t͜he rolls of suc͜h sc͜hōōls.

As a matter of course, a child sufficiently advanced to read a portion like the above, would long before have become quite familiar with the marks employed, and then could read it right off with ease; the teacher would also expect that the child would use not only his eyes, but also his mind in reading, never forgetting the first commandment in teaching—"Don't read any nonsense."

The foregoing extract was taken from Mr. Sweet's "Phonetics," where, if I am not mistaken, it is given as a specimen of the latest and best form of Phonetic spelling. It looks as follows:—

It əp.iəz dhət dhər ar in igglənd ən weilz, in raund nəmbəz, faiv milyən culdrən ev dhə leibəriq popyəl·eishən, huu mei bi exp·ektid tu ət·end pəblik elim·entəri skuulz. əb·aut haf dhis nembər ar æktyuəli on dhə roulz əv səc skuulz.

On the suitability of spelling like the above Phonetic specimen for English school children, I need not further comment, but I may say that by itself it is no method of reading at all, but that it may be connected with any of the previously mentioned methods. Dr. Martin, in his evidence, distinctly says that his Phonetic method was "Alphabetic." Its full description would therefore be "The Musically Phonetic Alphabetic Method of teaching Reading."

But, as a foreigner by birth, and also one who has had some practice in teaching languages, I may perhaps be allowed to direct your attention once more to the above Phonetic specimen, to notice how almost every trace has vanished of the etymological resemblance which our ordinary spelling still preserves to German, French and Latin. A German, for instance, who, with a previous knowledge of French or Latin, had studied English Grammar, for a month or two only, could by the similarity of nearly all the words in the above extract to either their German or their French equivalents, make out its sense quite easily, if presented in the ordinary English; but all that advantage would be lost, if presented in its Phonetic garb. The truth is, etymological resemblance in the German, French, and English languages is no fiction, it is a positive fact; and any one who knows how hard the task is to teach English children these languages, would hesitate before throwing away advantages, however slight, resulting from etymology; and from throwing away ties, however feeble, by which the English language is still connected with all the Teutonic and Latin languages. Mr. Sweet's assertion that it is mainly among the class of half-taught dabblers in philology, that etymological spelling has found its supporters, always appeared to me one of the feeblest of arguments, because it is overdrawn. Calling opponents by bad names is not refuting them; and his boast, that "all true philologists and philological bodies have always denounced it as a monstrous absurdity, both from a practical and a scientific point of view," will not silence those who dare to differ from him on this matter.

Spelling reformers, if sincere in their endeavour to benefit school-children, with their undoubted knowledge and most praiseworthy zeal, should now go hand-in-hand with those who advocate the *best* methods of teaching Reading; and by rendering assistance to the general adoption of the Write-and-Read method, besides bestowing a great benefit upon all future generations of English school-children, they would best promote their special aim; for, in my opinion, no other method, nothing that they themselves have ever proposed, is so calculated to prepare the people at large for a correct perception of sounds, and the faulty representation of them in writing, as the Write-and-Read method. To prove this, I will adduce only one example.

Let a conservative gentleman be told that there is something etymologically wrong in the word "sovereign," and he will at once suspect a Republican, a Nihilist in you. Nothing, he will say, is any longer safe from being nibbled at; and will turn away from you in disgust. But, supposing that gentleman had a little son, who had been taught the sounds only of the letters, and who in writing the above word, had seen it represented *sovere(ig)n*; who had afterwards, in his French lesson, identified it with *souverain*; and still later had learned that it had come to us through the Low Latin *superanus*, with the meaning of *supreme*; if, moreover, he had learned, in such an excellent work as Dr. Morris' "English Historical Grammar," that phonetic changes such as the above were quite common; he would fully understand that we could easily dispense with the silent letters as indicated in my Write-and-Read Method, without any hurt to the language and constitution of this Empire; that, in fact, the word would, from being etymologically faulty, be reduced to greater correctness; and that the word, thus reformed, could be learned all the more easily. Then, not only the son, but possibly even the father of such a child, would be reconciled to a permanent change in such a word, as well as in others.

What other method, may I ask, would offer such a preparation for a *gradual, scientific, thorough* spelling reform, as the Write-and-Read Method? If Sir Charles Reed were alive—his premature removal from the midst of his educational labours, I always considered a national misfortune—I feel sure he would now, with the negative results of the experiments before him, lose no more time in trying to find a new method, but, as a practical Englishman, would help to introduce that method of teaching Reading which, by practical teachers, has been pronounced to be the best; the last development, in fact, of "the *one scheme*," which he himself spoke of at the meeting on Spelling Reform already referred to, when he moved the first resolution. Sir Charles' action there has always been a psychological riddle to me. Being called upon to speak in favour of Spelling Reform, what did he do? He said hardly a word on that special subject; but delivered a eulogy of the "one scheme," Dr. Leigh's Phonic Method, with which he had become acquainted in America; and thus Sir Charles left on record the best and most valuable testimony that exists in the English Language in favour of the Phonic Method. Time permits me to submit to you only a few extracts from his speech. After having referred to Franklin, Jacotot, Pestalozzi, Trimmer, and lastly, the Edgeworths, who themselves proposed a plan, he continues:—

"Richard Lovell Edgeworth says: 'As it is usually managed, it is a dreadful task to learn, and, if possible, a more dreadful task to teach, to read. With the help of counters, and coaxing, and ginger-bread, or by dint of reiterated pain and terror, the names of the four-and-twenty letters of the Alphabet are perhaps, in the course of time, firmly fixed in the pupil's memory. *So much the worse.* All the names will disturb him, if he have common sense, and at every step they stop his progress." Edgeworth then describes a method by which nine-tenths of the labour and disgust of learning to read may be saved amid cheerfulness and smiles, instead of frowns and tears. This was the *Phonic Method*, scarcely known in this country, but most usefully adopted in America and Germany.'"

Further, Sir Charles said,—"I myself watched neglected children learning to read, noting particularly the facility with which they learned the *Phonic* letters and sounds; they took evident interest in it, and progress was clearly seen; in fact, though I remember in my early days to have been familiar with a book called 'Reading made easy,' I never saw the thing till I saw the instruction under this method. Beyond this, they take interest in practising the sounds,—all of which they learn; they spell correctly by sound, they pronounce distinctly and accurately; and they read fluently and naturally."

He quotes among several others the following testimonies:—

"In 1868 the Superintendent says,—'Its introduction has been followed by far greater results than were at first anticipated: not only has it tended to the eradication of defects in pronunciation, but there has been a saving of time to the extent of a whole quarter in the course of the first half-year.'

"In 1869, after a trial had been witnessed by the Board, the Superintendent notes 'the increased correctness in articulation,' and says,—'I find no case in which better work was not accomplished than before. Our teachers tried spelling by sound and by letter, and the former is the surest and shortest way.'"

A female teacher writes,—"One of my boys knew his letters. I should have been glad if he had not known them. I taught them the sounds from the blackboard; then I took a book. Now, at the end of the 13th week, they have finished the 'Primer.' I know they understand, and it is a pleasure to hear them read."

Professor Waterhouse says,—"It is a shame that children lost so much precious time when I was a boy. This system is unrivalled for theoretic simplicity and practical success. A thorough trial in the primary schools of this University has fully established its success."

And if once the principle of the Phonic method is acknowledged, that of the Write-and-Read method would not require a long time to prevail in England as it followed and superseded the purely Phonic method in Germany. Some progress has been made with it since I first brought it under the notice of the Teachers by a lecture before this College in December, 1874, and since the publication of my Phonic Primer in the year after. Sir Charles Reed, just before he went to America, acknowledged the receipt of a copy of my "Primer," in a note dated March 26th, 1876, in which he says,—"I have examined your Primer with much interest; it illustrates a subject of great importance, and one upon which I am acquiring information."

Other private letters which I received speak of my adaptation in the most flattering terms. The public press received it most favourably, with few exceptions; hostile criticisms coming only from persons who knew nothing on the subject.

I will quote only two extracts:—

The School Board Chronicle, Dec. 4, 1875, says,—"Mr. Mast has now taken a long step in advance in what is called the Phonic method of teaching Reading, and has adapted it to a simultaneous method of teaching Reading and Writing. He has reduced his new system *to a science,* and his plan is to begin teaching in script characters.... The system commends itself so strongly, that it is entitled to a fair trial. It has reason on its side, because the child at the beginning is taught to do what we all do in the practice of Reading."

The above statements, that I had "now taken a long step in advance in what is called the *Phonic Method*," and that "I had reduced my new system *to a science*," is evidence of a rare insight into the value of my method, forming a favourable contrast to Dr. Rigg's estimate of it, who quite under the influence of the Spelling Reform, wrote to me in Feb. 7, 1877.—"There are excellent gradnated systems of lessons; but something is to be desired more radical and direct in its operation than any improved system of teaching, *however good*." Thus, according to the *School Board Chronicle*, in regard to method, I am "far in advance"; according to Dr. Rigg, "I am lagging far behind."

At the same time Dr. Rigg sent me a copy of the "First Reading Book or Primer," by J. R. Langler, B.A., F.R.G.S., of the Training College, Westminster, adopted by some of the principal School Boards.

To judge from its author and the quarter it came from, no one can doubt that it is one of the best, if not *the best* book of its kind. Yet any one acquainted with the history of education on these matters, will at the same time admit, that for all that, the little book might have been written by a contemporary of Locke, so free is it from the touch of the more recent spirit of education and of modern method.

The Daily Telegraph, April 15th, 1876, writes,—"Of works on scholastic topics, we may select for commendation two by Mr. Christian Mast, who desires to adapt some of the best features of German educational practice to English use. One is embodied in the treatise on the "Phonic Method of teaching Reading and Writing simultaneously," and is ingeniously worked out, with the view of overcoming the chief obstacles to beginners arising from the uncertainty in the sound of English letters and the anomalies of Spelling."

Professor Gladstone, in his "Spelling Reform," writes,—"A still more rapid result seems to be attained, wherever the *Schreiblese-methode* has been introduced," and gives other most trustworthy testimonies in favour of that method; used in Saxony, other parts of Germany, and Sweden, where it is referred to under the name of *Laut-Schreiblese-methode*, Phonic script-read Method.

England is hardly awake as yet to the importance of method in teaching; but, once being alive to it, she will solve her difficulties in her own way. As elsewhere, it will, in our special case, require a man like the late Sir Charles Reed who by his social, moral, and intellectual influence, will make the best method of teaching Reading prevail in England. Until such a man takes up the subject again, and places the Write-and-Read method of teaching Writing and Reading in such an acknowledged position, that it can fight its way by its own strength, I commit it to the care of the College of Preceptors; for upwards of seven years ago the College stood god-mother at the christening of the English little child, the Write-and-Read Method; and, until it is confirmed, and has reached the years of discretion it requires all the watchfulness and care of parent and god-parent.

NOTICE TO CORRESPONDENT.

A Teacher, Tanna.—We regret that we are unable to find space for your interesting letter.

BOOKS RECEIVED.

The Editor acknowledges with thanks the receipt of the following publications :—

1. The *Madras Educational Record* for October and November.
2. The *Bengal Magazine* for October.
3. *Questions and Answers on Elementary Logic*, by Prof. Macmillan. (Second Edition, 1882.)
4. The *English Shibboleth, or Shall and Will, Should and Would*, by Dvijádás Datta, M.A., Lecturer in the Bethune School, Calcutta.
5. The Report on Pulbic Instruction in Coorg for 1881-82.
6. The Report on Public Instruction in British Burmah for 1881-82.

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH SEPTEMBER TO 15TH OCTOBER 1882.

New Works published by the Department.

SANSKRIT.	Rs.	a.	p.
Vyakarana-Mahabhashya of Patanjali. Edited by Dr. F. Kielhorn. Vol. II. Part I. (Bombay Sanskrit Series, No. XXI.)	2	0	0
KANARESE.			
Kitta, or Copy-Slip, Nos. 1, 2, 3, and 4, each at	0	0	6

New Editions published.

SANSKRIT.			
Panchatantra, Book I. Edited with Notes by Dr. F. Kielhorn. (Bombay Sanskrit Series, No. IV.) 4th Edition	0	14	0
Amarkosha, with Commentary and Index, 2nd Edition	1	4	0

MARATHI.	Rs.	a.	p.
Arogya Vidya. Translation of Dr. Cunningham's Sanitary Primer, 2nd Edition	0	1	0
Patwardhan's Elementary Geography. Part I. (Description of the Bombay Presidency.) 5th Edition...	0	1	6
Morris's History of India, translated. 9th Edition	0	9	0
GUJARATI.			
Hope's Departmental First Book. 17th Stereotyped Edition	0	1	6
KANARESE.			
Departmental Second Book. 3rd Edition	0	2	0

N. V. BAPAT,
Curator.

DEPARTMENTAL NOTICES.

Mary Carpenter Scholarships.

NOTIFICATION.

The National Indian Association of London having founded 4 scholarships for girls studying in the Marathi, Hindustani and Gujarati Girls' Schools in the Island of Bombay, to be called "Mary Carpenter Scholarships," the following provisional regulations are sanctioned for their award for the year 1883 :—

1. The value of these scholarships and the conditions on which they are tenable are as follows :—

2. All *bona fide* pupils of Marathi, Hindustani, and Gujarati Girls' Schools in Bombay, whether Government, aided or private, are admissible to the competition.

3. Two scholarships of Rs. 6 each per mensem to be awarded to the two girls who pass the best examination under the VI. Standard for Girls' Schools, on the condition that the successful candidates while holding the scholarships serve as pupil teachers in a school open to Government inspection, and give satisfaction to the managers and the Government Inspector.

4. One scholarship of Rs. 5 per mensem to the girl who passes the best examination under the V. Standard for Girls' Schools, on condition that she continues to attend a school open to Government inspection, and makes satisfactory progress under the V. Standard.

5. One scholarship of Rs. 4 to the girl who passes the best examination under the IV. Standard on similar conditions.

6. The scholarships will be tenable for one year from the 1st of January 1883. They will be open to all pupils of the Marathi, Hindustani, and Gujarati schools who have attended the school for at least six months previous to the examination, and whose conduct and regularity of attendance are well reported on by the schoolmaster or mistress.

7. The scholarships will be competed for at an examination which will be conducted by the Educational Inspector of the Central Division, or by a Committee appointed by him.

8. The examination will take place in the third week of December, the day and place will be fixed by the Educational Inspector, Central Division. The names and ages of candidates should be submitted to the Educational Inspector not later than the 30th November.

T. WADDINGTON, Major-General,
Educational Inspector, C. D.

Poona, 14th November 1882.

Salary and fixed Allowances of Gazetted and Ministerial Officers to be drawn on a single bill.

CIRCULAR No. 71.

GAZETTE AUDIT DEPARTMENT.

From The ACCOUNTANT-GENERAL, Bombay;
To All COMMISSIONERS, HEADS OF DEPARTMENTS, COLLECTORS AND TREASURY OFFICERS.

Dated Bombay, 23rd September 1882.

The Comptroller-General having approved of my proposal that the salary and fixed allowances of an officer, whether Gazetted or Ministerial, even if chargeable to two or more major heads of account should be drawn on a single bill, it is requested that all officers who have hitherto drawn their allowances on more than one bill will, from the beginning of October 1882 (for pay and allowances due for September 1882), discontinue the former practice and will include all their allowances paid from *a Government Treasury* and not received *direct* from a Foreign Body in one bill, but will enter each item separately.

2. In cases of plural appointments in which an officer combines Gazetted and non-Gazetted appointments, all the salaries of the officer should be drawn on a Gazetted officer's salary bill form under the officer's own signature.

3. Heads of offices are requested to see that establishment-bills conform to the above rule. If any Ministerial officer holds appointments on different establishments, the whole of his salary should be drawn (in separate items) on the bill of the establishment in which his principal appointment is included, and a reference to this bill should be given in the bills of the other establishments in which the subsidiary appointments are included, in order to account for the short drawal on those bills.

A. COTTERELL TUPP,
Accountant-General.

Salary and fixed Allowances of Ministerial Officers to be drawn on a single bill.

CIRCULAR No. 75.

TREASURY ACCOUNT DEPARTMENT.

From The ACCOUNTANT-GENERAL, Bombay;

To All COMMISSIONERS, HEADS OF DEPARTMENTS, COLLECTORS AND TREASURY OFFICERS.

Dated Bombay, 6th October 1882.

It appears to be necessary to explain, with reference to my Circular No. 71, dated 23rd September 1882, that means should be provided in the Establishment Pay-bill for entering the fixed allowance due to any member of an establishment by ruling an additional perpendicular money column in which the allowance should be entered. The headings in the form of the Pay-bill will then be as follows :—

Name of Section and of Incumbent.	Name of post.	Fixed Allowance.	Pay, Acting and Leave Allowance claimed (separately).	Pay, Acting or Leave Allowance held over for future payment.	Fines and Savings.	Net Charge for each person.	Fund Deduction.
ILLUSTRATIONS.							
———— *Sub-Division.*							
Ramchandra Bhavaya.	Chief Sub-Divisional Officer.	...	200	...	...	250	...
Permanent Travelling Allowance.	...	25	...	...	...		
Magisterial Allowance.	...	25	...	...	...		
DISTRICT COURT OF—— *Civil and Criminal Department.*							
Krishnaji Ballal	Clerk of the Court.	...	150	...	...	170	...
Ditto	Clerk to the Agent for (Sirdárs) Native Chiefs.	...	20	...	...		

A. COTTERELL TUPP,
Accountant-General.

Gilchrist Scholarship.

NOTIFICATION.

The subjoined Government Resolution, No. 1781, Educational Department, dated 10th October 1882, is published for the information of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
18th October 1882.

No. 1781.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 10th October 1882.

Despatch from Her Majesty's Secretary of State for India, No. 14, dated 7th September 1882—Forwarding a packet of Regulations for the Matriculation Examination of the University of London, received from the Clerk to the Senate of the University, in order that candidates in this Presidency for the Gilchrist Scholarships may be informed of the requirements of that examination.

RESOLUTION.—Four copies of the Regulations should be sent to the Sub-Examiner of the Gilchrist Scholarship, one to the Director of Public Instruction and one retained for the office.

2. The Latin subjects (*Cæsar*, Gallic War, Books I. and II. and *Sallust*, Catiline) and Greek subjects (*Xenophon*, Anabasis, Book IV. and *Homer*, Odyssey, Book VII.) for January 1883 and 1884 should at the same time be notified.

C. GONNE,

Chief Secretary to Government.

To the DIRECTOR of PUBLIC INSTRUCTION (with a copy of the Regulations); the SUB-EXAMINER, GILCHRIST SCHOLARSHIP (with four copies of the Regulations).

Superannuation.

NOTIFICATION.

The subjoined Government Resolution, Revenue Department, No. 6779, dated 30th September 1882, with accompaniment, is published for the information and guidance of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
20th October 1882.

Superannuation: Form of statement in which reports regarding officers attaining the age of 55 *years are to be rendered.*

No. 6779.

REVENUE DEPARTMENT.

Bombay Castle, 30*th September* 1882.

Letter from the Surgeon-General with the Government of Bombay, No. 4737, dated 8th September 1882—Enquiring, with reference to Government Resolution No. 5500, dated 15th August last, whether any form has been prescribed for the annual statement of age therein called for; and if there is, soliciting to be furnished with copy of the same.

RESOLUTION.—The statement should be rendered in the accompanying form, copies of which should be kept in stock at the Government Central Press and supplied to Heads of Offices on indent.

J. MONTEATH,
Acting Under-Secretary to Government.

To the SURGEON-GENERAL with the GOVERNMENT of BOMBAY; the ACCOUNTANT-GENERAL; the MINT MASTER; the POST MASTER GENERAL; the PRIVATE SECRETARY to HIS EXCELLENCY the GOVERNOR; the SUPERINTENDENT, GOVERNMENT CENTRAL PRESS (with a request that the proof of the form which it is proposed to keep in stock may be sent to the REVENUE DEPARTMENT for inspection and approval before copies are finally struck off); all other OFFICERS under the REVENUE, GENERAL and FINANCIAL DEPARTMENTS of the SECRETARIAT; the GENERAL and FINANCIAL DEPARTMENTS of the SECRETARIAT; all other CIVIL DEPARTMENTS of the SECRETARIAT; the PUBLIC WORKS DEPARTMENT of the SECRETARIAT; the PUBLIC WORKS DEPARTMENT of the SECRETARIAT, IRRIGATION; the PUBLIC WORKS DEPARTMENT of the SECRETARIAT, RAILWAY; the MILITARY, MARINE and ECCLESIASTICAL DEPARTMENTS of the SECRETARIAT (for information) with the Form.

Annual Superannuation Statement to be submitted to Government in the different Departments by Heads of Offices through the Accountant-General, Bombay, at the close of December in each year. (Vide Government Resolutions, Revenue Department, Nos. 5500 *and* 6779, *dated respectively the* 15*th August and* 30*th September* 1882.*)*

Date on which the age of 55 years was or will be attained.	Name and designation of the officer.	Under whom employed.	PERIOD OF EXTENSION.		Grounds of recommendation.	Remarks.	Orders of Government.
			Already granted.	Now recommended.			

Service Postage Stamps.

NOTIFICATION.

The subjoined Government Resolution No. 3886, dated 11th October 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
28*th October* 1882.

Service Postage Stamps: Use of—by Public Servants in their ex-officio capacity of Local Fund Officers.

No. 3886.

FINANCIAL DEPARTMENT.

Bombay Castle, 11*th October* 1882.

Letter from the Officiating Under-Secretary to the Government of India, Department of Finance and Commerce, No. 3836, dated 20th September 1882:—

"I am directed to acknowledge receipt of your letter No. 3078, dated 14th August 1882, stating that considerable difficulty is experienced in the application of the rule laid down in

Financial Notification No. 3995, dated 22nd November 1879, regarding the payment of postage on correspondence carried on by public servants in their *ex-officio* capacity of Local Fund officers, and recommending that Local Funds may be allowed to buy service postage stamps and frank their correspondence as on 'Her Majesty's Service.'

"2. In reply, I am to state that under the rules as they now stand, a Collector or an Educational Inspector, in any case in which he acts in his capacity of Collector or Educational Inspector, and subscribes himself as such, will use service postage stamps. But in any case in which he acts as President or a Member of a Local Fund Committee he will use private postage stamps. Moreover, to adopt the suggestion of the Government of Bombay would be to allow a letter to be sent on 'Her Majesty's Service' when in reality it is not on 'Her Majesty's Service.'

"3. Under these circumstances His Excellency the Governor in Council is of opinion that no practical difficulty need be felt in deciding in what instances service postage and ordinary postage labels should be used by public servants in their *ex-officio* capacity of Local Fund officers."

RESOLUTION.—Copies of the letter from the Government of India should be forwarded for the information and guidance of the officers and departments to whom Government Resolution No. 3077, dated 14th August 1882, was communicated.

J. MONTEATH,

Acting Under-Secretary to Government.

To the COMMISSIONER, N. D.; the COMMISSIONER, S. D.; the COMMISSIONER, C. D.; the COMMISSIONER in SIND; all COLLECTORS, including the COLLECTORS and DEPUTY COMMISSIONERS in SIND; the ACCOUNTANT-GENERAL; the POST MASTER GENERAL; the SUPERINTENDENT of STAMPS; the EDUCATIONAL DEPARTMENT of the SECRETARIAT; the PUBLIC WORKS DEPARTMENT of the SECRETARIAT.

Purchased European Stores.

NOTIFICATION.

The subjoined Government Resolution No. 4013, dated 20th October 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
7th November 1882.

Stores: Purchase of—of European manufacture in the local market by the Inspector-General of Registration and Stamps.

No. 4013.

FINANCIAL DEPARTMENT.

Bombay Castle, 20th October 1882.

Letter from the Inspector-General of Registration and Stamps, No. 2127, dated 5th October 1882—Submitting an objection statement from the Accountant-General, objecting to pass a charge of Rs. 1-4-0 incurred by him on account of matches and candles in August last; requesting that that officer may be authorized to remove the check placed by him on the above amount; stating that candles will in future be indented for on the Superintendent of Stationery as per terms of Government Resolution No. 2202, dated 15th June last; observing that as regards stocks of matches, they are likely to deteriorate from the effect of the climate of Bombay, that in an office like his it is not safe to carry a supply for general use with the records and other office requirements, and that the cost per box is so small that no great saving is likely to accrue to Government by obtaining them from the Superintendent of Stationery; and requesting sanction to his purchasing matches in small quantities according to the requirements of his office as has hitherto been done.

RESOLUTION.—The Accountant-General should be requested to pass the charge as a special case.

2. Matches, which cannot be kept with safety in large quantities and which are liable to be spoiled by damp, may be purchased as they are required in the local market, preference being given to those of Indian manufacture which may be procurable, if they are of a suitable quality.

J. MONTEATH,
Acting Under-Secretary to Government.

To the INSPECTOR-GENERAL of REGISTRATION and STAMPS; the ACCOUNTANT-GENERAL; the SUPERINTENDENT of STATIONERY; all DEPARTMENTS of the SECRETARIAT (with spare copies for distribution to the officers subordinate to them); all HEADS of OFFICES (other than those named above) under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS of the SECRETARIAT.

Security-Bonds.

NOTIFICATION.

The subjoined Government Resolution No. 7522, dated 26th October 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
15th November 1882.

No. 7522.

REVENUE DEPARTMENT.

Bombay Castle, 26th October 1882.

Letter from the Superintendent, Government Central Press, No. 3165, dated 5th October 1882—Forwarding a copy of the form of security-bond which is kept in stock as a standard form for distribution; and inquiring whether that form should be cancelled under Government Resolution No. 3739, dated 2nd idem (Financial Department).

RESOLUTION.—His Excellency the Governor in Council is pleased to direct, in continuation of Government Resolution (Financial Department) No. 3739, dated 2nd instant, that in cases in which Government paper is deposited under Section 23 of the Land Revenue Code a bond should be executed in the form circulated with that Resolution, but the form prescribed by Section 23 of the Code must continue to be used in other cases.

2. The Superintendent, Government Central Press, should be directed to keep both these forms in stock as standard forms.

3. The existing forms referred to by Mr. Kingsmill are cancelled.

J. MONTEATH,
Acting Under-Secretary to Government.

To the SUPERINTENDENT, GOVERNMENT CENTRAL PRESS; the ACCOUNTANT-GENERAL; the MINT MASTER; the POST MASTER GENERAL; all other HEADS of OFFICES under the REVENUE, FINANCIAL and GENERAL DEPARTMENTS; all DEPARTMENTS of the SECRETARIAT; the PRIVATE SECRETARY to HIS EXCELLENCY the GOVERNOR.

NOTIFICATION.

The subjoined Accountant-General's No. 85, dated 31st October 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
16th November 1882

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Arrear pay of Gazetted Officers to be drawn on separate bills.

CIRCULAR No. 85.

GAZETTED AUDIT DEPARTMENT.

From the ACCOUNTANT-GENERAL, Bombay;
To all COMMISSIONERS, HEADS OF DEPARTMENTS, COLLECTORS AND TREASURY OFFICERS.

Bombay, 31st October 1882.

As it is inconvenient to record the audit of claims of gazetted officers' pay for past periods when drawn on the same bill with current claims, it is requested that when any arrear pay is due it may be drawn on a separate bill under the same rule which applies to establishment bills, *vide* Civil Account Code, Chapter 4, paragraph 11.

A. COTTERELL TUPP,
Accountant-General.

NOTIFICATION.

The undermentioned Book is recommended for use under Anglo-Vernacular Standard V. :—

"Anglo-Gujarati Translation Series, Part IV."

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
24th November 1882.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OF SEPTEMBER TO THE 15TH OF OCTOBER 1882.

16th September 1882.—An extension of six months' leave, without pay, is granted to Mr. G. L. Nanavati, Ninth Assistant Master, High School, Surat.

19th September 1882.—Mr. Ramchandra B. Sohoni is appointed Fourth Assistant Master, Byramji Jijibhai High School, Tanna.

19th September 1882.—Mr. N. S. Mahajani is appointed First Assistant Master, Pundharpur First Grade Anglo-Vernacular School.

19th September 1882.—Mr. G. A. Limaye, Sixth Assistant Master, Tanna High School, is appointed Fifth Assistant Master in the same School.

19th September 1882.—Mr. V. B. Phatak, substantive *pro tem.* Sanskrit Teacher, Tanna High School, is appointed Sixth Assistant in the same School.

19th September 1882.—Mr. R. H. Raholkar, Eighth Assistant Master, Tanna High School, is appointed substantive *pro tem.* Sanskrit Teacher in the same School.

19th September 1882.—Mr. G. V. Kharkar is appointed substantive *pro tem.* Eighth Assistant Master, Tanna High School.

20th September 1882.—Mr. R. V. Desai is appointed substantive *pro tem.* Sanskrit Teacher, Dharwar High School.

20th September 1882.—An extension of three months' sick leave is granted to Miss R. Morris, Assistant Lady Superintendent, Female Normal School, Poona.

20th September 1882.—Eighteen months' leave, without pay, is granted to Mr. Vishnu Dhondeo Bhagwat, Twelfth Assistant Master, Rajaram High School, Kolhapur.

20th September 1882.—Mr. Krishnaji Dhondeo Marathé is appointed substantive *pro tem.* Twelfth Assistant Master, Rajaram High School, Kolhapur.

21st September 1882.—Mr. Shântaram Mangesh Dhume, Fifth Assistant Master (Marathi Side), Elphinstone High School, is appointed on probation Head Master, Phanaswadi Anglo-Vernacular School, Bombay.

26th September 1882.—A month's privilege leave is granted to Mr. S. S. Nadkarni, Deputy Educational Inspector, Marathi Schools, Bombay.

30th September 1882.—Mr. Bhaskar Dhondeo Gokhale, substantive *pro tem.* First Assistant Master, Dharwar High School, is confirmed in the appointment.

30th September 1882.—Twelve months' leave, without pay, is granted to Mr. D. K. Nariman, Fourth Assistant Master, Hyderabad High School.

4th October 1882.—Fifteen days' privilege leave is granted to Mr. Harivalabh M., Assistant Deputy Educational Inspector, Kaira and Broach.

5th October 1882.—Mr. S. B. Dixit, First Assistant Master, First Grade Anglo-Vernacular School, Barsi, is appointed Acting Head Master in the same School.

5th October 1882.—Mr. G. D. Sahasrabudhe is appointed Second Assistant Master, Kalyan First Grade Anglo-Vernacular School.

6th October 1882.—One year's furlough is granted to Mr. Naro Bhaskar Deodhar, Assistant Deputy Educational Inspector, Poona Sub-Division.

7th October 1882.—A month's sick leave is granted to Mr. D. V. Dalal, First Assistant Master, Nariad High School.

7th October 1882.—Mr. Manilal Harilal Thakar is appointed Acting First Assistant Master, Nariad High School, during the absence of Mr. Dalal.

10th October 1882.—Twenty days' privilege leave is granted to Mr. Jhamatmal Narumal, Second Assistant Master, High School, Shikarpur.

14th October 1882.—Mr. Nilkhunt Moreshwar Sathe is appointed Acting Assistant Deputy Educational Inspector, Poona Sub-Division.

14th October 1882.—Mr. Hari Vithal Phatak is appointed Acting Assistant Deputy Educational Inspector, Sholapur.

14th October 1882.—Mr. Ramchandra Balal Joglekar is appointed Acting Assistant Deputy Educational Inspector, Satara.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
October 1882.

Bombay Educational Record.

No. 12.] DECEMBER, 1882. [Vol. XVIII.

THE MONTH.

MR. WAMAN ABAJI MODAK, Head-master of the Surat High School, has been appointed to officiate as Principal of the Elphinstone High School during the absence of Mr. Barrett, who has been transferred to the Chair of Logic and Moral Philosophy in the Deccan College. This is the first time that a native gentleman has held the Principalship of this great school. There are at present, we believe, 1,000 pupils on the school-rolls, two-thirds of their number being Parsis, and the rest Hindus and Mahomedans. No other public school in India has anything like this number of boys studying under the High School standards. In the Hindu and Hare Schools at Calcutta, Pachappa's School at Madras, and the St. Xavier's and Fort High Schools in Bombay, the number of pupils reading for the University Entrance Examination or in Standards above the Middle-School course is in no case above 400. It is also, perhaps, not generally known that the Prefect-system has been in successful operation at Elphinstone for the last seven years.

MYOPIA having greatly increased in France of late years, the French Education Department have directed that all school-books used in Government schools should in future be printed in larger type.

THE Report of the work of the Liverpool School Board during the past three years, says the *School Guardian*, has some points of interest, and shows an amount of zeal and efficient energy highly creditable. The work is considered under four heads, viz., School Provision, School Attendance, School Management, and Finance. In 1871 there was accommodation for 54,616 children, provided entirely by Voluntary Schools. There is now sufficient for 79,439 children, of whom 62,667 belong to Voluntary, and 16,772 to Board Schools. When the first Board commenced work, there were 47,590 children attending Elementary Schools, there are now 80,698; and if we add the children in Orphanages, and other Inspected Schools, the total is 87,476. The Liverpool Council of Education is quoted as having been of great service in stimulating attendance. Three Day Industrial Schools—two provided by the Board and one Voluntarily—are said to have received, during the four years that they have been open, more than 2,000 children. The number now attending is 637. The treasury allows 1*s.* a head towards expenses; and the parents, where it is possible, are made to pay 2*s.* for the children they neglect. A Truant School is working successfully. About 850 boys have passed through it with advantage. The Board has 18 schools in operation, consisting of 72 departments. The average attendance is about 86 per cent. upon the number on the rolls. Voluntary Schools since 1871 have added 14,984 to the number on their rolls, and the ratio of attendance has greatly increased. As to results actually accomplished 75 per cent. have satisfied Her Majesty's Inspector in all three elementary subjects, while 92 passed for advance to higher standard; the corresponding figures for the whole country being 63 and 86 respectively. The grant per head was 17*s.* 3½*d.* as compared with 15*s.* 8¼*d.*, the average for the kingdom. Penny Banks and Cookery Classes are doing useful work. The cost of the Board Schools has fallen from 2*l.* 4*s.* 6½*d.* to 2*l.* 2*s.* 9*d.* per head, and the cost per child to the rate-payers from 15*s.* 9¼*d.* to 11*s.* 9¼*d.* The rate is slightly less than 3*d.* in the pound. Altogether, the Liverpool Board gives a good account of itself.

MR. A. P. HENSMAN writes to the editor of the *Daily News*:—

"Will you allow me to draw the attention of your readers to a remarkable result of the recent examination for the degree of Bachelor of Arts in the University of London? There were 237 candidates altogether, of whom 215 were men. Of these 215 men, 90, or about 12 per cent., obtained the degree. Of the 22 women who presented themselves, no fewer than 16, or about 73 per cent., were successful. But, further, only 58 of the 215 men, or 27 per cent., were placed in the first division; whereas 15 of the 22 women, or 68 per cent., succeeded in obtaining places in that division. To put it in another way, more than one in every three of the men who obtained their degrees, was in the second division; only one of the 16 women who became graduates failed to be placed in the first division. Upon inquiry I find that the average age of the women was not higher, probably it was slightly lower, than that of the men. Having taken an active part in the movement which ended in the admission of women to the degrees of the University, I am desirous that these striking facts should be generally known."

EDUCATION IN RUSSIA.

A Lecture by PROF. J. F. HODGETTS, *late of Moscow.*

THE question of Education in Russia has become important to us, who are endeavouring to improve the mental condition of our own country, and are consequently not above taking hints, when we find them useful or suggestive. The work now doing in Russia contains many such; it affords us *useful* and *practical* hints, in showing us what we might with advantage adopt; and it affords us *suggestive* hints, in showing what might be carried out with more thoroughness, and consequently with greater advantage here.

The position of the Russian Government with reference to the people is much more direct and paternal than our own, inasmuch as the people do not govern the Government, but are really governed themselves, although largely contributing to the actual details of the administration.

One of the most important problems which this Government has undertaken to solve, is the education of the people, and the solution has been attempted in a highly laudable manner, although perhaps not quite in the way best adapted to deal with Englishmen. But, as Russians are not Englishmen, it does not so much matter; and, as the problem *has* been solved, it cannot be uninteresting to us to see something of the process of its solution.

In the first place, we must remember that Russia is an autocratic country; a circumstance more favourable to dealing with large questions of national progress than our own system of public discussion, which occasionally overpowers rather than solves problems of this nature. In Russia, when anything has to be done, it *is done*, without being speechified upon; hence, so little is known of what Russia is going to do, while she quietly and steadily carries her point. In England, where everything comes from the people, or is supposed to do so, the same amount of centralization that obtains in Russia, is quite out of the question.

I have spent fourteen years of my life in Russia, and during a great part of that time I have had the honour of being attached to several of the great schools of the Mighty Empire; and, on return-ing to England, I have been greatly struck at the dense ignorance that met me at every step. Persons, not of the lowest class by any means, employ an English that was, at first, an unknown tongue to me, from its gross and unpardonable inaccuracy. The unfortunate letter H floated in the "*hair*," and was caught or rejected in the most capricious fashion. The verb, simple as our conjugation is, was twisted into impossible forms, while, some steps higher in the scale of culture, English was hardly English at all! In Russia your hear nothing of all this. The Russian language is highly inflexional, and very difficult to acquire, but all the Russians speak it correctly. A Russian mujik is as easily understood as a Russian noble, and the proudest Russian noble is proud of speaking Russian, though equally well versed in three or four modern languages besides.

The system of centralization radiates from the Minister of Public Instruction, who is assisted by his "Aid," whom we should designate Under-Secretary of State for Educational Affairs. Besides these functionaries, each province, or government, is presided over by a Popecheetil, or "curator," who is responsible to the Minister for all the schools in his jurisdiction. He has the nomination of the various professors, masters, and teachers throughout his district, and has alone the power of licensing schools, or of depriving them of any privileges they possess,—a power which he exercises without any immediate reference to the Minister. Under this important officer are two Inspectors of Schools, one for the girls' schools, another for the boys', whose duty it is to visit the educational establishments all through the district, and report to the Popecheetil.

The Gymnasia, or High Schools, are based on the German system, but more regular in their form than the model from which they are taken; and it may be well to examine the way in which the Russian Gymnasium works, as this is the school *par excellence* of the nation.

Before entering a Gymnasium, a boy has to acquire certain preliminary knowledge, which is gained either at home or in a Pro-Gymnasium, or Preparatory School, where he learns reading and writing, a little arithmetic, some geography, some elementary ideas on religion, as taught by the Orthodox Church, and the first elements of choral singing. A boy enters this school at seven years of age, and leaves it for the High School itself in a year, when, on passing the almost nominal examination, he goes into the first class of the Gymnasium. Here he works his way up to the eighth class, from which he is transferred to the University.

It is supposed that in the Gymnasium a boy passes a year in each class, and he must submit, at the end of each school-year, to an examination, success in which alone can entitle him to promotion to the class above; but as a certain amount of proficiency is required all through the various objects he has to study, it often happens that he breaks down in one or two of them, in which case he has to pass another year in that class, and stand the examination in the succeeding year. If the break-down be not in any of the chief objects, such as the Russian Language, Greek, Latin, History, or Mathematics, he may be admitted to re-examination, at the commencement of the new school-year, in that subject in which he had failed before. This gives him nearly three months to fetch up lost time, which he generally succeeds in doing. Supposing, however, that he has been ploughed in the Classics or in Russian, he must stay a second year in the class; and if he fail this second time, he has to leave the school altogether. Thus it may happen, and often does, that a boy of not very brilliant parts passes eighteen years of his life at school, before he enters the University. Two years in the Pro-Gymnasium, and sixteen in the Gymnasium itself, this added to his seven years of age which he had attained before entering the Preparatory School, will make him twenty-five years old before he can enter the University; or if, as a dull lad, he be ten or eleven years old before entering the Lower School, we get him up to twenty-eight before he becomes a student. Of course this is an extreme case as a *maximum*. The *minimum* age for a student would be fifteen, and the average would consequently be about twenty.

The Gymnasia are exactly alike throughout the Empire. The curriculum is the same, the books are the same, the mode of instruction is identical, the uniform, both of masters and pupils, is the same from Archangel to Odessa, from Revel to Kazan. So identical is the system that, if I meet a boy at Kief who tells me that he is in such and such a class, I can tell immediately, though I may never have been out of Moscow before, what books he is reading, and how his time is occupied. So, too, a boy educated up to a certain degree of proficiency, and actually belonging to a certain class in one town in Russia, may continue his education in any other, should his friends have to change their residence.

On leaving the Gymnasium, the young man enters the University, and studies in the particular faculty to which he may devote himself. Here he remains three years, which often extends to four, so that, if our exceptionally dull friend has attained the ripe age of 28 before entering the University at all, he may be upwards of 32 before he leaves it with a finished education and a Diploma. On the other hand, I have known a man to be a Professor at the age of 22.

The course pursued at a Classical Gymnasium embraces:—

Theology as taught by the Orthodox Church, Slavonic and Russian, Latin, Greek Classical History, Russian History and Mathematics, as principal objects. Geography, Modern History, French or German, Natural History, and Physics, are secondary objects. In Choral Singing and Drawing there is no examination.

In the University the Faculties are:—Juridical-Medical, Historico-Philological, and Physico-Mathematical. As in Universities in other lands, the students attend lectures, and, at the end of a certain time, pass their examinations, which entitle them to Diplomas. But there is no stringent law requiring the actual presence of each student at a given number of lectures, or the whole of a course; hence it often happens that the more wealthy students rarely attend lectures at all, paying their poorer brethren to take shorthand notes, afterwards reduced to the ordinary character and sold to the absentees.

The payment for the Gymnasium is 25 roubles—about £3 per annum. For this the boy receives all the information required for his examination. Music, drawing, dancing, and such accomplishments, are extras. He is compelled to wear uniform, and never to appear without it. The Director, and certain functionaries called Nadzeratili, or ushers, have the privilege of taking boarders, and a small charge is made to such boys as do not go home in the middle of the day to lunch, for which they may have a simple but sufficient meal.

Small as this fee is, there are many poor pupils who do not pay anything at all, for, as Education is supposed to be universal in Russia, any person may obtain a Gymnasial Education gratis, if his parents can show that they have not the means of paying for him; and, as entrance into life is regulated by the kind of certificate which a young man brings from his Gymnasium, everybody is anxious to have the coveted distinction of a Diploma, which shall open the door of State service to the young aspirant, and secure to him a career and a pension. Those who cannot be spared from the plough, have still to learn their A B V in the rustic schools, where the priest (often but little more cultivated than his flock), is the teacher. With such an enormous area as that which Russia covers, it is not to be wondered at that these regulations become of less and less force as a community is situated more remotely from the great centres of civilisation—Petersburg, Moscow, Kief, Charkoff, &c. Still it is approximately true that the Russian system, from the power of centralization in the hands of the Government, is as competent to meet the emergencies of the case as any that could be conceived, passing as it does through all classes of the community, from above to the lower orders, or from within to the outer circles of civilisation.

It is perfectly true that Russian civilisation has come to Russia from abroad, from France and Germany. Therefore, the knowledge of what the French and Germans had to teach must of necessity have been first communicated to persons understanding French and German. These were those immediately connected with the Court, and the higher nobility, who, as a natural consequence, soon affected to speak French only, as the language of the highest degree of polish. When Peter the Great determined that, by the force of his will, the Russians should not be behind the rest of the world in culture, his eye was directed to France, Germany, and Holland,—France for her polish of manner and easy literature, Germany for her classic learning and scholastic work, and Holland for her ship-building. Books, Plays, and Conversation were French, Learning was German, and Dock-yard Work Dutch. Being determined to introduce the German system into his young country, he caused Professors from Germany to come over and teach his young men at the Universities which he founded. But, like the teacher in the "Vicar of Wakefield," language presented a grand difficulty. This was met by the students having to acquire French or German, or both, on the one hand, and the Professors having to learn Russian on the other. By degrees this odd condition of affairs yielded to time; the Professors learnt more Russian, while students, themselves Russians, became Professors in their turn, who held forth in the vernacular. But, before this had become possible, it had been the custom, among such families as had children to send to the University, to send to court, to place in the diplomatic service, or in general, to educate, for the parents to engage governesses and tutors, who should teach the children French and German.

Subsequently, when the Gymnasium or High School was established, which, queerly enough, took place *after* the foundation of the Universities, it was necessary to take teachers and professors from Germany where the invention of the Gymnasium had originated; here the difficulty alluded to in the case of the University had to be got over anew in the Gymnasium. Again, by degrees the Gymnasium became perfectly and nationally Russian, laying more stress upon a knowledge of the mother tongue even than on proficiency in Latin and Greek, and this difficulty vanished.

Now, no foreign teacher is allowed to give lessons save in the language of the students, *i.e.*, Russian, or, in the German provinces, in German. No teacher is allowed to add one jot or tittle to the law for learning obtaining throughout the empire; he has to employ the books already decreed the best, and he is allowed no private opinion on the subject. I remember well, on one occasion, as Professor of the German Language in the Second Gymnasium, endeavouring to explain, to an upper class of students, some of the beauties of Grimm's scientific system of German Grammar; and was consequently requested by the Director at the next meeting of the Council, of which I was *ex officio* a member, to confine myself for the future to the requirements set forth in the Minister's Instructions, certain clauses of which he read aloud to me before the assembled Council.

By such means concentration and consolidation are possible, but there is little scope for personal or individual distinction. Besides, the Russians are strictly imitative, and originate nothing new; so they continue in the old groove with but little innovation, except where such innovation has been effected abroad. And, however strange this may appear to our notions, concentration is, after all, the only way of securing uniformity in education, and in the system upon which it is carried out.

But the most important step in the right direction taken by the Russian Government, and which might with advantage be, under certain modifications, adopted in England, is the placing of the public teaching on a level with any other public servant, whether in the Army, Navy, or *Corps Diplomatique*. It is an important consideration to obtain such a position in society for a teacher, as shall make him respected by those with whom he has to deal, instead of being looked down upon as being something very like a menial servant, as is too often the case here. Of course, much depends upon the individual himself, and I have known Directors who have lost all the official respect attaching to their position by their own misconduct. This is quite a separate question, nor can any amount of legislation or systemization affect it, except by enacting the dismissal of a person so offending; and, even then, if he contrive to have the ear of his Popecheetil, he is tolerably safe.

It may not be uninteresting to examine the means by which a teacher gains the same social footing in society as that occupied by a military or naval officer.

In the first place, it is the object of every Russian to be "in the service." This service may be civil or military, but, whichever it may be, it is styled the "Service." In this Service are fourteen grades, or "chins." Those men in the Civil Service, who enjoy the distinction of "chin," are called emphatically "chinovniks," in contradistinction to officers; but, even when speaking of military ranks, the word "chin" is used. There are six classes in the service, namely, State, Army, Navy, Court, Mines, Academic. Among the grades of the servants of the "State," the highest is the Chancellor of the Empire; then follow the lower ranks, thirteen in number, including the various councillors, assessors, and secretaries, down to the "Collegiate Registrar," who is the lowest. In the Army, the Field Marshal corresponds to Chancellor of the Empire, and the Ensign or Cornet to the Registrar. In the Navy there are not so many ranks, the Midshipman corresponding to the 12th, and not the 14th, of the State service. In the Court service, there is no rank corresponding to the Lord High Chancellor, the highest rank being High Chamberlain, corresponding to the second "chin." Nor has the Court any lower chin than that corresponding to the 12th of the State. In the Mines there is no rank higher than the 5th, which is that of Upper Captain of Mines, but there are all the other ranks down to 14. Among the "Learned," there is nothing lower than 12, and that is the Actual or Matriculated Student, who ranks with the Midshipman in the Navy, the Ensign in the Army, and the Secretary to a Provincial Government in the State. The highest actual "chin" among the Learned is Doctor or Professor, who corresponds to a Colonel in the Army; but they generally, after reaching this rank, become Councillors, with State-rank up to the second "chin" of that class, which gives them precisely the same social position as that of General in the Army. So well known is this throughout all Russia that, if you give a beggar an unusually large donation, he, to show his gratitude, will not unfrequently exclaim, "God grant that your High Honour may soon become a General!"

By these means a teacher has a career. He is a Government servant, receiving his crosses, decorations, and orders, just as any military man would. He wears the uniform of his country as proudly as any captain or colonel of them all. This has been productive of great good in securing a better class of men as teachers on the one hand, and in giving them no cause to blush, like Nicholas Nickleby, at the ignominious position of teacher.

The foregoing remarks have all had reference to Classical Gymnasia preparing young men for their career in the University; but there are, besides these, other schools, such as the Commercial Schools, which prepare boys for the counting-house of the merchant; the Real Schools, or Colleges of Practical Science, where Physics, Chemistry, Geology, &c., take the place of the Latin and Greek of the Gymnasium, and where French and German are both obligatory; the Technical Schools for Engineers, the Schools of Mines, and the Grand Military Colleges for Army or Navy cadets.

As everybody has now to serve in the army, the length and kind of service is determined by the examination at the end of the Gymnasium course. If a boy has passed in all things well, his service in the army is merely nominal, as tending to interfere with his progress as a member of the learned class. A man who cannot pass the lowest form of examination is obliged to serve in the ranks as a mere private; and this, in Russia, is not an inviting prospect. This law practically makes learning compulsory; and these regulations are now being strictly enforced.

Another excellent law is that no person may become a teacher without having passed an examination qualifying him or her to become "Professor" or teacher. Those who have, from some cause, been prevented from going through the regular University course, must pass such an examination at the University, by which they may obtain either a certificate giving them the right to give private lessons, or a Diploma conferring upon the holder the right of teaching in High Schools and the University. This provision is very useful for foreigners, who have, of course, been unable to go through the University routine in Russia, but who can thus obtain the same result as though they had done so.

Time will not allow us to dwell at length upon the most interesting of all questions—the education of women. I call this the most interesting, because, after all, as women are our real educators, our greatest interest should be aroused in that which is to form them. Cicero says,—"It makes a great difference whom we hear at home every day, and with whom we speak as boys, and how our fathers, our tutors, and, above all, how our mothers speak." Max Müller says, very justly, in his "Lectures on the Science of Language"

(Second Series, p. 40):—"The influence of women on the language of each generation is much greater than that of men. We very properly call our language in Germany 'Unsere Mutter-Sprache.'"

The Russians have Gymnasia for girls, where the curriculum is similar to that of the boys' schools, save that Latin and Greek are excluded, while both French and German are obligatory. The same thorough work at Russian, the same study of the ancient Slavonic gives them the same power over their language that the boys possess. Mathematics, History (Ancient and Modern), Natural History, Natural Science, including Botany, are taught in the class rooms, while Music and Drawing are studied in places specially prepared. Needlework (both plain and fancy), Dancing, and Gymnastics make up the course, not forgetting the teachings of the priest, which occupy, at least, four hours in the week!

There are generally eight classes, as in the boys' school, and there is a preparatory class, in which very little girls are taught their "A B V G," &c. In all the Gymnasia the uniform for the girls is a dark brown with black apron, with white collar and cuffs. For the boys the dress of the Gymnasium is a tight-fitting military tunic, with military standing collar; the colour is bright blue, with silver buttons. The Professors wear dark blue uniforms, with gold buttons bearing the Imperial Eagle.

For each class there is a separate class-room, and no girl (or boy) can learn in two classes at the same time: that is to say, it is impossible to be, for example, in the first class as to Mathematics, and in the second as to French and German. Thus, one girl is identified with all the rest in her class, and, unless she comes to grief in some unlucky examination, goes regularly on from the preparatory class to the eighth (nine years of stiff work), with the same girls who had been her schoolmates at the beginning.

Each class is presided over by a lady who is called the "Dame de Classe," whose duty is, to be ever present with the girls (in the "Institutes" night and day). While a professor or teacher is holding forth from the "Cathedra," the Dame de Classe sits at a little table some distance off engaged in needlework, reading, correcting exercises, or something of the kind. But she keeps a wary eye upon the young ladies under her, and in all points of discipline she is supreme. This is an excellent arrangement, because, as teachers come and go, staying only the stipulated hour in the class-room before driving off to other schools, it would not be wise to entrust the discipline of the school to *quasi* strangers, and these Dames de Classe seem at last to assume almost maternal relations to their young charges, whom they receive at the commencement of the course in the first class (not the preparatory class), and accompany to the end of their life at school, when they take leave of their charges, who had been under their care for eight years, and send them forth into "Life."

Allusion has been made to the Institutes. These differ from the Gymnasia in that the girls are mostly boarders, and are chiefly trained to become governesses. One such school—the Usatcheffsky Tchernyaffsky—combines both features, being at the same time a Gymnasium and an Institute. In the Institutes great attention is paid to the Science of Pedagogie or Education. From these schools most of the governesses for the children of the poorer part of the middle-classes are supplied; and many of the Dames de Classe have also received their education in these places, by which means they become initiated into the necessary discipline. The children of the higher nobility greatly affect these Institutes, the Directrices of which are always women of rank.

As the Dame de Classe has to be present in every lesson, so she has to supply the sudden lapse of a professor, which often occurs in Russia. She must, therefore, be a duly qualified governess, with her diploma, able to teach *and* discipline a class of from ten to forty girls (a class cannot, by law, have more than forty pupils). As it would be impossible for one poor lady to stand such an ordeal without change, there are generally two (and sometimes four) to each class, who relieve each other at intervals of a day, so that one lady has the whole work of her class upon her for one day, and is free the next.

In the Boys' Schools there are no representatives of this functionary during class, but the pupils are kept in very strict discipline by the Nadzeratili, or ushers, who look after them on the playground, at meals, in the pauses between lessons, or in the absence of a teacher.

The chief officials of a Boys' Gymnasium are the Director and the Inspector. The former invariably has a "State" rank, which gives him the title of General. He is also, almost invariably, Knight of some Order. The Inspector ranks with a Major-General, or with a full Colonel.

The buildings for these grand schools are the largest, best built, and most imposing in Russia. The great halls for recreation, grand meetings, and solemn festivals are enormous; they are well lighted, well heated, and, from their great height, well ventilated. The children, for the most part, look cheerful, happy, and well. They are hard-worked, but they are kept at it in so systematic a way that they fall into the system mechanically.

Having thus briefly referred to some of the leading features in the Russian plan, without pausing to dwell upon its defects, it may be as well to conclude by noticing those defects in our own against which the Russian scheme seems to offer a safeguard.

Firstly. We have no means of centralization. Every school has its own system, or its own want of system, so that the defects and disorders existing in it cannot be corrected by reference to a standard. This opens the door to every species of irregularity.

Secondly. Our schools are too expensive, because not supported by the State. As vaccination and other wholesome regulations are compulsory, so ought education to be, and it follows, as a matter of course, that where a measure is enforced, the means of complying with it should exist. As we cannot make all persons rich, we could make all schools accessible to those requiring their aid.

Thirdly. The position of teachers should be raised. As they are in Russia, and were in ancient Sparta, teachers should be officials of the highest rank; they should be independent of the caprice of parents, and secured, by their regular pay and pensions, from want. We pay our naval and military heroes to guard us from external foes, and when worn out with hard blows they leave the service of the State, they are very properly rewarded with pensions and high honours. The teacher has an equal claim in guarding our youth, of both sexes, from the more dangerous foes of ignorance and indolence, while the active service never ceases; they are always face to face with the enemy. We do not want to make our schoolmasters admirals, and major-generals, but we do want them to be on equal footing with any officers in the State.

Fourthly. In Russia, as in Germany, no person can open a school without having a diploma as a specially qualified teacher. In England I knew of an ultra-fashionable ladies' school kept by a butler, who had been discharged from service for incapacity, but who made a fortune as a schoolmaster!! This should be impossible. There should be a government Committee of Examiners, who could grant diplomas and examine schools at the wish of the proprietors, and this would stamp efficient schools with a recognised position, and prove a safeguard against impostors; while, not being Compulsory, it would be felt rather as a privilege to be acquired, than a hardship to be endured.

Fifthly. We live in England; we speak the oldest, best, and purest of the Teutonic dialects; instead of cultivating which, we spend the greater part of our youth in learning a dead language, the parent of a foreign speech, having no connection with us, our mode of thought, or our language; the reason having been, originally, that monks, who were the most learned people in Europe, wrote in Latin! Well, we have no monks now, and most of the people we meet with in every-day life, are far more learned than any monk had the means of being. Latinity has crept into the beloved speech of dear good Alfred at quite a late period, yet we cultivate Latin to the neglect of our own tongue at the present day. In no University in England is English the chief study for honours. What is the consequence? Nobody attends the lectures of such men as Earle, Skeat, and Sweet, because students must know more about the opinions of Cicero than about those of Alfred and the Ploughman. Latin not being spoken, no new books being written in it, we forget all about it in after-life, save that we sigh over the time we have lost in making wooden verses in a dead tongue, while we seldom meet men who can tell us the reason for any form of speech we employ in every-day life. What is the procedure in this respect in Germany and Russia? Why, a sound and philological acquaintance with the mother tongue, is the *first* desideratum at *all* the Universities. I have known men, in both countries, ploughed, not in Greek and Latin, in which they stood high, but in their vernacular, because the requirements are really great. With all this, we cannot hold a candle to the Germans in *our* knowledge of Greek and Latin! All our text-books are either translations from German authorities, or borrowed very largely from them, and yet those German authorities, did not disdain German. I mention this to show, that a proper study of English in England, would not bar a high degree of proficiency in classic learning when required, any more than learning Russian thoroughly in Russia, or German in Germany, bars the production of classical scholars, as good as any, and better than most, ever produced by our mediæval monkish system, which is useless for subsequent practical life.

There are not above a dozen scholars in England who know English as every German student of Philology knows German, and every Russian student, all round, knows Russian. Now, considering that our old English is the finest, the most copious, the strongest, and most musical of any language in Europe, while our literature is the richest, the most complete, and most instructive of any literature of either ancient or modern date, I think it time to make a strong appeal to the powers that be, urging the necessity of a study of English in England, as a chief subject for honours.

The CHAIRMAN, in proposing a vote of thanks to the lecturer, expressed his preference for the decentralized system existing in this country over the elaborate system of centralization which existed in Russia, and which he believed had very little effect on the education of the great mass of the people. In England, the want of organization was rather apparent than real, and education tended to group itself around several separate centres, having a certain relation to one another, but which did not fetter progress, and allowed for the gradual introduction of tried reforms. The status of the teacher was made to depend on the success of his teaching, and not on any artificial creation of professional rank; while, by a system of independent public examinations, a means was afforded him of putting in evidence the results of his work.

The vote of thanks was carried by acclamation, and the proceedings terminated.—*The Educational Times.*

HISTORY A MEANS OF ELEMENTARY CULTURE.

A CONVERSATION SUGGESTED BY DR. BRIDGES' PAMPHLET, "HISTORY AN INSTRUMENT OF POLITICAL EDUCATION."

Interlocutors: A Schoolmaster and a Lady interested in Education.

Lady—I have been reading Dr. Bridges' pamphlet, and the consequence is that you find me out of humour with the very name of Education.

Schoolmaster—You do not agree with it, then ?

L. On the contrary, I agree with it entirely. I wish I did not. It has convinced me that the problem of National Education is a hopeless one.

S. That suprises me. And I venture to say that it would surprise the author of the pamphlet no less.

L. Very probably. Dr Bridges writes like one who has never sounded the depths of popular ignorance. His scheme for the study of History is admirable. But how many people are capable of carrying it out? How many have time to carry it out, even supposing them to possess the necessary brains and energy ? As he says, History is not a subject for school-boys and school-girls, but for grown men and women. But, obviously, the majority of grown men and women are too much engrossed by the claims of active life to devote themselves to study. It follows, therefore, that the majority of men and women can never be educated at all; and this consideration depresses me. I have hitherto believed, that if children were put to good schools till they were fourteen or fifteen, they stood a fair chance of learning all that it is desirable to know. And, believing so, I have rejoiced over our Compulsory Education Act, and looked forward to a speedy improvement in the cultivation of the nation at large. Now, it seems to me that all the time, and thought, and money, spent upon elementary education, are simply wasted. I may be wrong : I hope very much that I am. But you will surely grant that, if I am right, there is enough to make me sad.

S. With all my heart, I grant so much. *If* you are right, there is enough to make us all sad and ashamed.

L. But you think I am not right ?

S. I think you are only partly right, and, consequently, that only part of your despondency is justified. Much of the time and money spent upon elementary education is wasted, but hardly the whole of it.

L. Forgive me, if, before we go any further, I entreat you to be definite. Nothing irriates me so much, in a matter of this kind, as consolation such as you are now administering. When I am perplexed, I want to know the exact point at which I cease to be right, and begin to be wrong. It profits me nothing to be told that I am more or less wrong and more or less right.

S. In general, I feel with you. But you must allow me to say that, in this particular case, the unfortunate phrase you seized upon my lips was but the beginning of my reply. In saying that I thought you only partly right, I meant no more than to offer you such an assurance of sympathy and hope combined, as might win you to listen to the arguments that keep me from despair. However, I promise to sin no more in this kind; and, as we both accept the principles of Dr. Bridges' paper, and differ only in being, you depressed and I cheered by it, I propose that we make it the text of a general discussion of this great problem of the education of the people.

L. By all means. Nothing would please me better. Suppose we begin by reading the passage in which the aim is stated.

S.—(*Takes the paper and reads*)—"The real purpose of education is not to get people on in the world, but to make it a trifle less important than it is at present whether they get on or not; to mitigate, in fact, the torments of what has been called the hell of non-success. When a nation has become in any sufficient sense of the word educated, that extremely unedifying scramble up the rungs of the social ladder which we see all around us at present, will to a very great extent cease. Not, of course, that the desire for making wealth, or, to speak more correctly, for collecting wealth, will cease altogether. Some men will desire wealth as a means of power, some as a means of pleasure. But what is certain is, that it will no longer be desired as a guarantee of respectability. Refinement—that is to say, the capacity for the highest kind of pleasure—will be found in all classes, from high to low; consequently, there will be less necessity for fidgetting about from one class to another in order to seek it. Few of us quite reliaze what an educated nation means. I mean by it, not the state in which every child of fourteen is able to pass the sixth standard of our School Boards: but the state in which the mass of grown-up men and women, whether they wear fustian and printed cottons, and work for weekly wages, or whether they wear broad-cloth and silk, and have a balance at their bankers', shall read Shakespeare and listen to Beethoven in their leisure hours; shall feel a sickening disgust at the deluge of stupid fictions in our weekly newspapers or circulating libraries; shall take a keen interest in the great actions and great thoughts of humanity, in all times and all places; shall love their country, not because it is powerful and can send ships of war, east and west and south, over the surface of this planet, but because she has done noble work for the good of men in the past, and may yet do nobler work in the future."

I hope you agree with me that all this is admirable.

L. I do, indeed. It may sound cold praise, but I find it excellent common-sense. I have no patience with the people who regard education as a means of rising in the social scale, and still less with those who doubt the compatibility of refined tastes with the habits of manual labour and hard circumstances. I know that many people oppose the education of the working classes, on the ground, that to show them the higher world of cultivated thinking and feeling can only make them discontented with the conditions of life to which they are born, and in which most of them are doomed to remain. But I have never been able to see any reason for this view. I do not understand why one class more than another should be made discontented by the revelation of an ideal world; for the life of every class, and of almost every individual, is so far from the ideal that, for purposes of discussion, I think they may be allowed to be all equally remote from it. Moreover, the thinkers and poets to whose imagination we owe the creation of the ideal world, have come indifferently out of all classes from the highest to the lowliest. Indeed, the only point in which one class can be said to have the advantage over others in these matters, is in favour of the labouring class. It is surely the tritest of commonplaces, that the more primitive conditions of life are those which lend themselves best to the treatment of artists and poets, and have therefore been oftenest idealised. The peasant and the handicraftsman will find more that is specially akin to them in the ideal world than will the professional man or the fashionable woman. It seems to me, therefore, contrary to common-sense to assume that the vision of this world will exercise a specially disturbing influence upon the lives of working people. But, when I have said all this, I have still left unsaid that which makes the strongest part of my conviction. As this, however is a matter of personal experience, I have a slight hesitation about advancing it.

S. You only make me the more desirous of hearing it.

L. It is this, then. The idea that there is any necessary incongruity between refined tastes, and the habit of doing practical and even menial work, seems to me particularly absurd, because the first article of the family creed to which I was bred, was, that whatever a woman—and, above all, a lady—might or might not achieve in the way of accomplishments and learning, she was bound to be skilful in all sorts of household work, and this without any special training in the domestic arts. You were expected to pick them up by instinct and observation. To be incapable of turning your hand to any practical work, from sick nursing to scrubbing, was considered the surest sign of bad breeding. It argued that you came of a house where scrubbing and bandaging were habits of yesterday, and the making of poultices and puddings followed no time-honoured tradition. If you had seen things done properly about you from childhood, you would know how to do them yourself. But, indeed, it was not only in household work that knowledge and handiness were expected of us. We lived in the country, amid the usual surroundings of a country house—and I think with more than the usual freedom of rustic life. We were all, boys and girls, as much at home in the stables and on the farm as in every part of the house; and we tried our hands at most sorts of outdoor as well as indoor work. I think it was fortunate for us that there were old servants about the place who treated us with more authority than respect, and made us thoroughly understand that our meddling would only be tolerated on the condition of its being helpful. The theory was, or seemed to be, that the family possessions were of more account than we, and the idea that they should be sacrificed for our amusement never occurred to us. We put our pride in being as good servants as the real servants, and looked with no small contempt upon those among our acquaintances who dabbled amateurishly in useful work. I don't know whether you will think favourably or unfavourably of the educational régime I have described. But I feel sure that you will understand how it has made me incapable of entering into the view that connects manual and menial occupations exclusively with the life of the humbler classes, and assumes a radical incongruity between practical aptitudes and the faculty that appreciates Beethoven and Shakespeare. I hope I shall not shock you by saying that, though I heartily enjoy Shakespeare and Beethoven, I can be very happy on occasion over a morning's cooking or a bout of house-cleaning. I must exercise my limbs somehow, and this practical way always seems to me as good as any other.

S. And it has the advantage over many of being useful and inexpensive, instead of destructive and costly. Though this is really a small matter in comparison to the enlargement of one's life that comes by sharing in as many sorts of occupation as possible, and shifting one's point of view, not once or twice in a lifetime, but daily and hourly. And, in this respect, it seems to me undeniable that women have hitherto been more fortunate than men. They have suffered less from the division and sub-division of labour that Dr. Bridges deplores. Though I should say that your bringing-up, as you describe it, had been exceptionally many-sided, I think there can be no doubt that, in most cases, women get more variety of occupation than men do. The necessity of earning a living condemns us all to be specialists. You being more often exempt from this necessity, are developed, in so far as you are developed at all, pretty evenly all round.

L. But you must not forget to set against this advantage, the very great disadvantage we are under in never studying anything thoroughly.

S. We need not forget it, but neither, I think, need we go into the point just now. The interesting thing at this moment is, that, out of our very different experiences, we should have arrived at such a large common ground of agreement.

L. And that is —— ?

S. That the ideal of national education cannot be pitched too high. That the most satisfactory state of national culture is that in which prince and ploughboy are equally content with their several stations in life, and equally capable of the most refined enjoyments. And that the training by which this end is best approached, includes not the study of one subject only, but, as Dr. Bridges puts it, instruction in the "leading outlines of every great department of thought," as well as the opportunity of contact with a wide and varied range of facts and circumstances. In short, every human being, without distinction of sex or class, should in the course of education be made free of the whole human universe.

No department of knowledge should be locked against any of us, none of us should feel wholly strange to the conditions of any place in the social scale.

L. Precisely. And I think you may add, that on no point are we more thoroughly agreed than this, that education so conceived is beyond the reach of the immense majority of men and women of all classes. And so we come back to my position, that the problem of national education is a hopeless one, for only the best is worth having, and in this matter the best is also the impossible.

S. It may be impossible to achieve the best, but it is necessary to keep it before us as an ideal, in order that we may know in what direction to advance, and, indeed, in order not to forget that we are bound to advance at all.

L. Pray, is not this one of the beautiful platitudes against which I protested in the beginning? You promised to give me none of them. Let us return at once to something definite.

S. With all my heart. Shall it be Dr. Bridges' plan for the study of History? Would you like me to read it aloud?

L. It is not necessary—I remember it too well. We are to tabulate the leading events of home and foreign history, during the past year. Then we are to divide them into four or five groups; and, taking our stand upon each in turn, we are to dig down to its roots—that is to say, we are to read back and back to the beginning of all the interests involved in our group of facts. And, all the while, we are to keep a wide outlook upon all sorts of related subjects—religion, art, poetry, science, &c., &c. And, when we have accomplished these four or five journeys back to the beginning of things, we are to put together the results of our discovery and arrive at conclusions. Not till we have done all this, are we competent to, have an opinion on the Irish Question, or fit to be called educated. I grant the justice of it all. But I cannot refrain from asking once more,—At this rate, how many people do you think will ever deserve to be called educated? For I suppose the same applies to the other departments of knowledge.

S. Undoubtedly. Of them, equally with History, Dr. Bridges would say, these are no subjects for school-girls and school-boys.

L. And, that being so, I say that all the time, and thought, and money, that are now spent on elementary education, are wasted. If boys and girls are incapable of studying seriously any of the subjects that it is necessary to study in order to be well-educated, it is a foolish mockery to send them to school. Would you like to know exactly how much History I read in the course of my education? I feel moved to confession, though I fear my revelations will shock you.

S. I can promise to be interested, and I will endeavour not to be shocked.

L. Hear my confession then—I read Mrs. Sewell's First "History of Rome," a slight volume of two hundred pages or so; a still smaller volume of Stories from English History, coming down no further in time than the Restoration. These lasted me till I was ten years old. Then I read Mrs. Markham's History of England, and the first volume of Keightley's History, also of England. The governess who prescribed these books, left me before I had arrived at the second volume, and her successor preferred Mackintosh, of whose work I remember reading half-a-dozen chapters with her. Then I had another new governess, who made me learn Miss Corner's Questions and Answers on Spanish and French History. I never read any continuous history of either of these countries, or indeed of any foreign country, except Ancient Rome. But, when I was fifteen, another governess made me read Voltaire's Life of Charles XII.; and with the same lady I read half a volume of Robertson's History of Scotland. There my regular education ended.

S. But your irregular education went on; and, in the course of it, you have read for yourself and filled up the gaps left by your teachers.

L. I have read, certainly. Perhaps I have even read more history than most women. But I don't know that it has done me much good. Certainly, it has not put me in a position to have a competent opinion upon the Irish Question, which seems to be the test of a good education. To say the truth, in spite of all my professions of agreement with Dr. Bridges, I believe, in so far as I have any realisation of the past, any feeling of its importance, and any sympathy with its characters, I owe it to that first History of Rome and the little book of stories about the Kings of England, which I read before I was ten years old. I lived in the events they described, and made personal friends and enemies of the characters they presented to me. And, though all the impressions I got from those early readings have since undergone modification, and many of them have had to be entirely changed, I feel, though I am almost ashamed to say it, that the recollection of the first childish impressions I got of any persons transaction in history, is of more use to me than anything else, when I want to understand the judgments formed upon it by, shall I say the people who are competent to have an opinion upon the Irish Question.

S. I cannot thank you enough for this last confession. It is exactly what I have been hoping to hear from you. Seeing how high and just a value you set on your opportunities of making early informal acquaintance with domestic processes which no child is capable of mastering thoroughly—for I take it you agree with me that a child under fourteen is not more competent to cook a good dinner than to criticize Mr. Forster's policy—seeing how you value the width of the practical present in which you grew up, I should have been deeply disappointed had you shown yourself insensible to the corresponding advantage of growing up in view of the past. You asked a little while ago, how it profited to send children to school, if all the useful work of education must necessarily be done in later life. And now you have admitted that, in the course of a very unsatisfactory education, you acquired something, before you were ten years old, which has proved of lasting value to you. You will grant, then, that, in spite of all Dr. Bridges has said, there may be some use in spending time, money, and labour on elementary education.

L. I am only too anxious to be convinced.

S. In short, then do you not think it may still be worth while to send boys and girls to school, in order that they may make the same sort of acquaintance with all the subjects that should interest them in after life, that we like them to make with those among our friends whom we desire them to know and respect increasingly, as they grow to manhood and womanhood? And, especially, do you not think it desirable to introduce them early, by means of books, to any class of important human facts that cannot possibly come under their actual observation?

L. You mean, to teach them History.

S. I do. When you come to think about it, the events and personages of past history are really the only facts that can by no possibility turn up among the actual circumstances of a modern child's life. The phenomena of the physical sciences are all more or less under the direct observation of all of us; so are the facts of contemporary history. The past alone exists only in books. Therefore, whatever other subjects I might put off in education, I should make a point of beginning History as early as possible.

L. And you have no fear that the premature study of History will give children false conceptions of politics.

S. I have no fear on that head. I expect children to get childish, that is to say, incomplete, ideas upon all subjects. I take for granted that they will know nothing thoroughly and do nothing well, either with their brains or their limbs, until they reach maturity. But, I trust their mental development to go on side by side with their physical growth, and I expect the richness and vigour of the final result to be, in the one case as in the other, proportionate to the quantity and quality of the food upon which the growing organ has been fed. If I deny children all acquaintance with the historic past, I expect them to grow up with a very limited capacity for understanding it and sympathising with it; just as you except the woman who has not seen poultices and puddings made in childhood, to be slower in learning how to make them than she who has had this advantage. On the other hand, I expect the child whose imagination has been early filled with historical personages, to have much wider sympathies, and a much fuller conception of social life, than a child whose acquaintance with human character and circumstance is bounded by the actual conditions of its own lot; just as you expect the lady who has been accustomed to interest herself in scrubbing and cooking from childhood, to have wider social sympathies than she who has been taught only drawing-room accomplishments I even think that that process of modification, which you say your childish impressions of History have gone through, is in itself a very important part of education.

L. I anticipate what you are going to say—I remember that, when I first read the story of the struggle between Charles I. and his Parliament, I had strong royalist sympathies. The romantic aspects of the Royal cause, and the domestic virtues of the king himself, caught my fancy and my affections. I liked the manners of the cavaliers, their long hair and their gay clothes; I liked their aristocratic lineage. All these things caught my fancy, while the bluntness and plainness, and the plebeian origin of many of the republicans were unattractive to me. But, later on, when I began to understand what were the issues involved, my deeper sympathies were awakened, and they were claimed by the side that had not caught my fancy. I changed camps, and, though in the first years of my conversion I was ashamed of ever having held with the royalists, I came in course of time to be glad that I had seen their cause first in its more attractive aspects. I cannot think that the principle of wholesale separation into sheep and goats is more just, when applied to historical parties than to living individuals. One's republicanism seems to me all the more worthy of respect, if it carries with it an appreciation of all that is to be said on the side of kings, and *vice versâ*. And, if it be objected that what caught my childish fancy, was not the idea of a beneficent kinghood, but the mere trinketry of courts, I venture to reply that, inasmuch as this trinketry is originally the symbol of the good thing itself, that makes no difference at all. A child may not be able to give articulate account, even to itself, of all that is involved in the ideal of kinghood; but a child who has read the story of one king like Alfred, will inevitably connect the symbols of royalty with all the beneficent attributes of power, and it will be the fault of the teacher if it continues to reverence them in the person of an unworthy monarch. Did you ever know a child who liked King John or Richard III.? But, perhaps you will say that, what the child hates in them is their cruelty and injustice to their nephews—their domestic crimes, not their political shortcomings. That is quite possible. The child is none the less taught to judge the king upon his merits, and measure him by the standard of the kingly ideal, which is none the worse for excluding all injustice, cruelty, and faithlessness—even to nephews. And when we come to Charles I., the lesson goes still deeper. The child learns to condemn the king, while loving the man, and so to conceive of the duty of kings and the rights of subjects as beyond and above all other rights and duties in importance. The idea of the Common-wealth is given to him. And I do not myself think it matters that the whole of the situation from which he derives it is beyond his present grasp.

S. I go further, and say that that makes the best part of the lesson. The child gets an idea of something beyond its own understanding, and so learns humility, a very important point in its political education. I think we must resign ourselves to the probability that a very large number of the men and women who make up the nation, will never be able to form a competent independent opinion upon the Irish Question,—and for my part, I am well content that this should be so, so long as people understand that they don't understand But I consider that even this is only possible to those who, from childhood upwards, have been accustomed to recognize the existence of things heavenly and earthly, not measured by their philosophy, and yet claiming their service and submission. The idea that the interests of the individual (whether subject or king) are subordinate to the interests of the state as a whole, is one that may be brought home to an average intelligence that has been fairly favoured by circumstances; but I doubt very much whether merely average intelligence is enough to seize the rights and wrongs of particular political problems, without more special study than most people can afford to give to them. And, this being so, I think that all we ought to ask the majority of citizens is, that they shall have sound abstract political conceptions, and a good deal of self-distrust when it comes to applying them. This we can teach in childhood—the rest must come according to character and circumstance.

L. There you touch a scruple that troubles me sometimes I am fond of children; and, when I have them about me, I like to talk to them of whatever interests me most, and especially of my particular heroes. But, sometimes, after I have imparted my own admirations and sympathies to them, I wonder whether I am justified in doing so, or whether I am not abusing an opportunity. What is your opinion?

S. That your scruple comes at the wrong point. Instead of asking yourself, "Am I justified in communicating to this child my enthusiasm for Oliver Cromwell or Charles I.; my sympathy with Protestantism or my dislike to the Puritans," you should ask yourself, "Have I taken sufficient trouble to inform myself as to the rights and wrongs on both sides?" And here we have the whole problem of popular elementary education in a nutshell. The question that wants asking continually and everywhere, is, "Are the teachers educated?" Do the men and women who offer to teach the children in the schools know the subjects in which the Code provides for their examination? Have they studied History thoroughly—reading the authorities themselves, and bringing to bear upon what they read the light of a well-trained judgment? If so, we may trust them to talk of History to the children under them, in such a way as to interest them in what they say; and we may equally trust them not to attempt to teach them History upon the lines laid down in the examination table.

For they will know that History is a subject that school-boys and school-girls cannot master, and that therefore it is better not to invite them to express opinions upon it in answer to examiners' questions, as all such opinions must be either stolen property or the result of guessing.

L. And now, if you please, tell me how you teach History to your boys.

S. I am afraid you will not find anything very original in my method. I furnish them all round with the simplest and pleasantest narrative history that I can procure of the country or period we are studying, taking care that the book shall be short enough to be read easily in the course of a school-term. I instruct them to read this up, and I ascertain, by talking it over with them, whether they have done so or not. Then I give them lectures, taking care to have lying before me all the books in which I have read up the subject, and I refer constantly to these books, making a special point of reading all illustrative passages out of the volume itself, and not from a manuscript copy. For instance, when I am talking about the English settlement, I read them bits out of Nennius and Gildas; when I come to Alfred, I produce Asser's "Life" and the "Consolations of Boethius," and Bede's "Ecclesiastical History," and so on. By thus letting them see what books I use, and how I use them, I give them an idea of what study is, and effectually prevent their fancying that they are working while they are merely receiving the results of my work. That is one important point. Another is, that they learn, by following my work, to know how they will have to work themselves by-and-bye. And yet another, that, by taking them with me into the big books, which are so formidable to those who don't know them, and to those who do know them so much pleasanter than dry abstracts of books, I get them unconsciously into the habit, that is most essential to after-education, of going straight to the fountain-head, and getting as near to the fact as possible.

L. And, of course, you never make your class learn dates, or get up genealogies and periods?

S. Indeed, I must confess that all these crimes are permitted by my method. I make them learn dates by heart, and exhort them to do all they can to remember them; partly because I believe that they will find them most useful stepping-stones to knowledge and understanding; and partly because I see no other way of giving them an idea of the lapse of time. I also make them trace genealogies, in order that they may learn to measure time by generations, and so humanise their conceptions of Chronology. And, before they leave school, I make them "get up" some period of history—that is to say, I reverse the process of my lecture, and, instead of coming before them with my manuscript and my big books already marked for reference, I appear with a roll of blank paper and all my books of reference closed and innocent of marks. And I allow them to look up all the information we want in order to build up our period satisfactorily, while I jot down the results of their researches, which I afterwards embody in a continuous narative, and make them write all round from dictation.

L. And so you cling to all the old methods that Dr. Bridges condemns, though you tell me you cordially agree with his address.

S. You forget, I think, that in one important particular my programme does not resemble that which Dr. Bridges condemns. I make my pupils learn dates and get up genealogies and periods, but not for examination. This, in my opinion, makes all the difference. I teach them how to learn History, and do not expect the result to be that they will know History; I only look to their passing out of my hands with a strong interest in historical ideas and personages, with minds well prepared for the study of History, and forewarned of the seriousness of the task before them. I take the utmost care not to disgust them with this task by exacting premature performance of it, and not to confuse their ideas by serving them with examination-papers, every question in which is a direct temptation to cover ignorance by ingenious evasion or bold guessing.

L. Then, I understand that your educational specific is the abolition of examination.

S. For elementary education certainly. So long as national school-chidren are periodically examined by Inspectors who have had no part in their instruction, they will learn nothing to any purpose; so long as the Code lays down the lines of examination, a handful of text-books compiled to meet its demands in a spirit of the most rigid economy, will represent the school-library. So long, national schoolmasters and schoolmistresses will be mechanical drudges, and school-boys and school-girls will pass through their term of compulsory education without even getting an idea of what education means. But remove this system of examination from outside, and, though it may still be a long time before we even approximate to Dr. Bridges' ideal of an educated nation, we shall immediately gain this much, that shoolmasters and schoolmistresses will be delivered from the temptation to teach what they don't know and don't care to know, to children who are not capable of learning it, and be free to cultivate themselves upon reasonable lines, and impart the results of their studies in the way most congenial to them to the children under their care.—*Journal of Education.*

GOVERNMENT CENTRAL BOOK DEPÔT.

LIST OF NEW BOOKS RECEIVED IN THE GOVERNMENT CENTRAL BOOK DEPÔT, BOMBAY, FROM 16TH OCTOBER TO 15TH NOVEMBER 1882.

Fresh supply received from England.

ENGLISH.

	Rs.	a.	p.
Chambers's Moral Class Book	0	12	0
Laurie's Standard Copy Books, Nos. 1, 2, 4, 5, 6, 7, 9, 10, 11, and 12, each at	0	1	4
Ogilvie's Student's English Dictionary	3	12	0
Mackay's Geography	0	8	0
Day's History of Sandford and Merton (Laurie's)	0	8	0
Todhunter's Euclid	1	12	0
Lethbridge's History of India (MacMillan)	2	8	0
Do. Easy Introduction to the History of India	0	12	0
Barnard Smith's Arithmetic	2	4	0
Lamb's Tales from Shakespeare	0	8	0
Thompson (Edith) History of England	1	4	0
Cowper's Poetical Works (Chandos Edition)	0	12	0
Heywood's National Atlas	0	8	0
Gardiner's Outline of English History	1	4	0
Colenso's Algebra	2	4	0
Do. Arithmetic	2	4	0
Reid's Modern Geography	0	8	0
Milton's Samson Agonistes, by Hunter	0	12	0
Todhunter's Algebra for Beginners	1	4	0
Arabian Night Entertainments (Nimmo)	2	8	0
Curtis's Outlines of English History	0	4	0
Pope's Homer's Illiad (Milner)	0	8	0
Morell's Analysis of Sentences	1	0	0
Phillip's Atlas for Beginners	1	4	0
Warne's Shilling Atlas	0	8	0

MAPS—ENGLISH.

Johnston's School Room Map of the World	6	0	0
Do. Do. America	6	0	0

New Editions published.

MARATHI.

Godbole's Life and Adventures of Robinson Crusoe. 2nd Edition revised	0	12	6
Departmental First Book, Balbodha. 9th Stereotyped Edition	0	1	0

GUJARATI.	Rs.	a.	p.
Arogya Vidya. A Translation of Cunningham's Sanitary Primer, 2nd Edition	0	1	0
MAPS—GUJARATI.			
Maps of the Surat Collectorate, prepared at the Photozincographic Office, Poona, 2nd Edition	3	4	0
Map of the Broach Collectorate, ditto, 2nd Edition	2	2	0

DEPARTMENTAL NOTICES.

Postage Stamps.

NOTIFICATION.

The subjoined Government Resolution, No. 4413, dated 18th November 1882, Financial Department, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
1st December 1882.

No. 4413.

FINANCIAL DEPARTMENT.

Bombay Castle, 18th November 1882.

Letter from the Commissioner, N. D., No. 3766, dated 1st November 1882—Enquiring, with reference to his letter No. 3607, dated 18th October last, wherewith he submitted a list showing the amounts of and officers to whom permanent advances on account of postage is necessary, whether he is right in understanding, from Government Resolution No. 3886, dated 11th idem, that a Mámlatdár conducting Local Fund correspondence in the capacity and under the signature of "Mámlatdár" (*i. e.*, as administrative head of the táluka and not as a Local Fund official) is entitled to use service stamps.

RESOLUTION.—The Commissioner's question should be answered in the affirmative.

J. MONTEATH,
Acting Under-Secretary to Government.

To the COMMISSIONER, N. D.; the COMMISSIONER, S. D.; the COMMISSIONER, C. D.; the COMMISSIONER in SIND; all COLLECTORS, including the COLLECTORS and DEPUTY COMMISSIONERS in SIND; the ACCOUNTANT-GENERAL; the POST MASTER GENERAL; the SUPERINTENDENT of STAMPS; the EDUCATIONAL DEPARTMENT of the SECRETARIAT; the PUBLIC WORKS DEPARTMENT of the SECRETARIAT.

The connexion of Government Officers with private Companies.

NOTIFICATION.

The subjoined Government Resolution, General Department, No. 4472, dated 13th November 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
1st December 1882.

Rules regarding Members of the Covenanted and Uncovenanted Service taking part in the management of Companies.

No. 4472.

GENERAL DEPARTMENT.

Bombay Castle, 13th November 1882.

Letter from the Secretary to the Government of India, Home Department (Public), No. 45—1688, dated 20th October 1882 :—

Despatch to Secretary of State No. 41, dated 8th July 1882.
Despatch from Secretary of State, No. 99, dated 7th September 1882.

"With reference to Home Department Notification No. 3421, dated 28th August 1872, I am directed to forward a copy of the correspondence marginally noted, relative to the questions (1) whether an officer who is on furlough is at liberty to undertake the management of a Company, and (2) whether there is any distinction as regards taking part in the management of Companies between officers belonging to the Covenanted and the Uncovenanted Services.

"2. I am to request that the rules laid down by Her Majesty's Secretary of State on these questions may be carefully observed by all public officers under your Government."

No. 41, dated Simla, the 8th July 1882.

From—The GOVERNMENT of INDIA,
To—HER MAJESTY'S SECRETARY of STATE for INDIA.

In his despatch No. 46 (Public), dated 31st May 1862, Sir Charles Wood, in replying to a reference made to him by the Government of India on the subject of Government servants holding lands and engaging in speculations in India, observed that he saw no objection to servants of Government holding shares in mining or other Companies having for their object the development of the resources of the country, and the only restriction which he thought it necessary to impose was that public servants should take no part in the management of such institutions, and should not be employed in the districts where the operations of the Company might be carried on. The orders contained in that despatch were promulgated for general information in January 1863, and were subsequently (August 1872) republished, with the remark that the Governor-General in Council would be prepared to enforce the principle therein laid down in regard to all public servants, of whatever class or position.

2. A question has now been raised whether an officer who is on furlough is at liberty to undertake the management of a Company, and whether there is any distinction in this respect between officers belonging to the Covenanted and the Uncovenanted Services. We think that no such distinction can be drawn so far as the rules in question are concerned. The notification issued by the Government of India on the 28th August 1872 distinctly states that the principle of the despatch cited above of 31st May 1862 applies to "all public servants, of whatever class or position," and the principle is that public servants are to take no part in the management of Companies. We are therefore of opinion that this should be made clear by declaring that the rules apply to the Uncovenanted as well as to the Covenanted Service.

3. Regarding the question whether an officer may be allowed while on furlough to assume the management of a Company, we would observe that no specific or authoritative ruling on this point appears to have been given. In despatch to the Secretary of State, No. 3, dated 8th August 1864, the Government of Bombay referred for orders the case of the * * * * *
who, while on furlough in India, became one of the editors of the
* * * newspaper; and in paragraph 8 of that despatch they expressed the opinion that there was no sufficient reason for excluding any occupations in which Government servants might engage while on furlough within the limits of lawful and respectable employments, excepting those likely to cause engagements extending beyond the duration of the furlough, and those which lead to new relations with Government independent of and liable to be inconsistent with the relations between Government and its paid officers. Applying these principles, which appear to us to be sound, to the case under consideration, the management of a Company may be held to be a "lawful and respectable employment." On the other hand, it is an employment which might not improbably "cause engagements extending beyond the duration of the furlough," and might lead to "new relations with Government independent of and liable to be inconsistent with the relations between Government and its paid officers." Moreover, we consider that an officer taking furlough is not entitled to divest himself entirely of the restrictions and responsibilities under which he rests while on duty. For these reasons, therefore, we are inclined to the opinion that it is undesirable that an officer who is on furlough should undertake the management of a Company. We desire, however, to receive your Lordship's instructions on the subject, as similar cases

have doubtless already been brought to your Lordship's notice, owing to the fact that most officers while on furlough reside in England, and it is desirable that in this matter there should be no divergence between the practice of the Secretary of State and that of the Government of India.

No. 99, dated London, the 7th September 1882.

From—Her Majesty's Secretary of State for India,

To—The Government of India.

I have considered in Council the despatch of your Excellency in Council, No. 41, dated the 8th of July last, relating to the questions whether an officer who is on furlough is at liberty to undertake the management of a Company, and whether there is any distinction as regards taking part in the management of Companies between officers belonging to the Covenanted and to the Uncovenanted Services.

2. I agree with your Excellency in the opinion that the principle of Sir Charles Wood's despatch (No. 46, Public,) dated 31st May 1862, applies to all public servants of whatever class and position, and that all public servants, whether they be Covenanted or Uncovenanted, are alike prohibited from taking part in the management of Companies.

3. I am also of opinion that this prohibition is none the less applicable to a public servant because he happens to be on furlough, for the fact of an officer's being on furlough does not appear to me substantially to diminish the serious objections which exist to his engaging in the management of a Company.

Resolution.—Copies of the Government of India's letter and of its accompaniments should be forwarded to all Departments of the Secretariat and to all Heads of Offices under the several Departments of the Secretariat for information and guidance, with reference to Government Circular No. 2005, dated 16th November 1864.

2. The letter from the Government of India and its enclosures were published in the *Bombay Government Gazette* of the 2nd instant.

J. Monteath,

Acting Under-Secretary to Government.

To the Revenue and Financial Departments of the Secretariat; all Heads of Offices under the Revenue, Financial and General Departments of the Secretariat; all other Departments of the Secretariat (with spare copies for distribution); the Accountant-General; the Mint Master; the Post Master General; the Municipal Commissioner for the City of Bombay; the Private Secretary to His Excellency the Governor.

Travelling Allowances.

NOTIFICATION.

The subjoined Government Resolution, Financial Department, No. 4464, dated 21st November 1882, is published for the information of Educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
2nd December 1882.

No. 4464.

FINANCIAL DEPARTMENT.

Bombay Castle, *21st November* 1882.

Read again the following Resolution of Government, No. 2700, dated 22nd July 1882 :—

"Letter from the Accountant General, No. G.A.-5068, dated 4th July 1882—Enquiring whether it is sufficient to enter in the column headed 'Purpose of journey' in the prescribed form of travelling allowance bill on page 308 of the Civil Account Code, Volume, I., simply the words 'on public duty,' as this term appears to be too vague and applies equally to all officers on all occasions ; observing that he is of opinion that the entry in the column in question should be some thing like the following :—'inspection,' 'examination of record,' 'local investigation,' 'conference with —' &c., &c., so as roughly to indicate the *nature* of the public duty that necessitated the journey; and requesting instructions of Government as to whether he should enforce this rule.

"RESOLUTION.—The opinion of the Accountant-General that the nature of the public duty should be briefly stated seems correct. Orders should be issued accordingly."

Read also the following papers :—

Letter from the Commissioner of Customs, Salt, Opium and Abkári, No. 5459, dated 30th August 1882—Representing, with reference to Government Resolution No. 2700, dated the 22nd July 1882, in which Government have at the instance of the Accountant-General ruled that the nature of the public duty on which officers may travel should be stated briefly in bills for travelling allowance charged for such journeys, that the responsibility of deciding whether a title to travelling allowance has been justly earned or not, with reference to the nature of the duties which cause the journey, rests with the departmental controlling officers and not with the Accountant-General, that it is the duty of the first named officers to examine and pass travelling allowance bills as "admissible" before forwarding them to the Accountant-General whose functions in the matter seem to relate to financial considerations only; and soliciting the further orders of Government on the point whether it is open to the Accountant-General to refuse to admit a charge for travelling allowance passed by the departmental controlling authority on the score that the journey for which the charge is made was not, in the opinion of the Accountant-General, necessitated by public duty.

Memorandum from the Accountant-General, No. G.A.-12386, dated 27th October 1882 :—

"The Accountant-General has the honour to state that his reference to Government on which the ruling was obtained as to the manner in which the column 'Purpose of journey' in travelling allowance bills should be filled up was suggested by some officers, including the Commissioner of Customs, Opium and Abkári, filling in that column of the travelling allowance bills with the phrase 'on public duty.'

"2. The Accountant-General does not and never did wish to assume administrative functions; but it seems to him that if the column in question of the form prescribed by the Government of India is to mean any thing at all, some indication of the object for which the journey was undertaken was intended to be recorded. If the words 'on duty' or 'on public duty' were considered to be sufficient, the column might well have been omitted from the travelling allowance bill form, or the words themselves might have been printed in the column.

"3. It should be remembered that the form under discussion is used by all grades of gazetted officers, and the details given in it are primarily for the information of the departmental controlling officers who countersign the bills. It is obvious that the countersignature would lose all real value if it could be accorded without a knowledge of the object of the journey for which a column has been specially provided by the Government of India.

"4. It is also necessary for the enforcement of the financial rules that the column in question should be properly filled in. For example, if in the case of a transfer from one district to another the object of the journey was simply stated to be 'public duty,' the Accountant-General would have no means of applying the rule that travelling allowance is inadmissible when the transfer has been made at an officer's own request. Or in the case of an officer claiming travelling allowance for joining his appointment on return from leave the charge which is prohibited by the rules might be passed in ignorance of the nature of the claim.

"5. The Accountant-General hopes that Government will agree with him that it is the intention of the travelling allowance bill form that the object of the journey should be briefly stated.

"6. The sample bill of the Personal Assistant to the Commissioner attached to the papers in which the columns 'Purpose of halting' and 'Purpose of journey' are filled in with the words 'on duty with the Commissioner of Customs, Opium and Abkári' is not one of the kind which has been objected to by this office. For in the case of an officer moving with his superior officer it is a complete statement of the object of the journey to say that he accompanied his superior."

RESOLUTION.—The orders already passed to the effect that the nature of the public duty should be briefly stated in the travelling allowance bill do not appear to require modification. As regards the further question of which Mr. Pritchard solicits a decision, viz., whether it is open to the Accountant-General to refuse to admit a charge for travelling allowance passed by the departmental controlling officer on the ground that the journey was not necessitated by public duty, it should be pointed out that it is the duty of the controlling officer, and not of the Accountant-General, to decide whether the journey was actually on public duty, but it is the duty of the Accountant-General to see that the bills are drawn up in accordance with orders, and he would be within his right in refusing to pass a bill which is not so drawn up.

J. MONTEATH,

Acting Under-Secretary to Government.

To the COMMISSIONER, N. D.; the COMMISSIONER, C. D.; the COMMISSIONER, S. D.; the COMMISSIONER in SIND; all COLLECTORS, including the COLLECTORS and DEPUTY COMMISSIONERS in SIND; the COMMISSIONER of CUSTOMS, SALT, OPIUM and ABKARI; the COLLECTOR of SALT REVENUE; the ACCOUNTANT-GENERAL; the SURVEY and SETTLEMENT COMMISSIONER; the CONSERVATOR of FORESTS, N. D.; the CONSERVATOR of FORESTS, S. D.; the CONSERVATOR of FORESTS in SIND; the INSPECTOR GENERAL of REGISTRATION and STAMPS; the TALUKDARI SETTLEMENT OFFICER; the MANAGER, SIND ENCUMBERED ESTATES; the SUPERINTENDENT, HORSE-BREEDING OPERATIONS; the SANITARY COMMISSIONER for the GOVERNMENT of BOMBAY; all CIVIL DEPARTMENTS of the SECRETARIAT.

APPOINTMENTS AND CHANGES.

MONTHLY LIST OF APPOINTMENTS AND CHANGES IN THE EDUCATIONAL DEPARTMENT FROM THE 16TH OF OCTOBER TO THE 15TH OF NOVEMBER 1882.

18th October 1882.—Mr. H. V. Kelkar, Sixth Assistant Master, Belgaum High School, is appointed substantive *pro tem.* Fourth Assistant Master in the same School.

18th October 1882.—Mr. K. V. Yatgiri is appointed substantive *pro tem.* Sixth Assistant Master (Marathi Side), Belgaum High School.

18th October 1882.—Mr. Dayabhai Pitambar is appointed substantive *pro tem.* Second Assistant Master, Rajkot Training College.

20th October 1882.—Mr. P. B. Godbole, Head Master, Kumpta English School, is appointed Head Master, Kalyan First Grade Anglo-Vernacular School.

24th October 1882.—Fifteen days' sick leave is granted to Mr. Hari Laxumanrai, Head Master, Anglo-Vernacular School, Kaira.

24th October 1882.—Mr. Keshowlal G. Shastri, Sixth Assistant Master, Navanagar High School, is appointed Fifth Assistant Master in the same School.

31st October 1882.—An extension of seven days' privilege leave is granted to Mr. Harivalabhdas Mulji, Assistant Deputy Educational Inspector, Kaira and Broach.

31st October 1882.—Three months' leave, without pay, is granted to Mr. R. K. Pande, Seventh Assistant Master, High School, Dhârwar.

4th November 1882.—Mr. Bhaskar D. Gokhale, First Assistant Master, Dharwar High School, is appointed Head Master, First Grade Anglo-Vernacular School, Kumpta.

4th November 1882.—Mr. B. Y. Jatar, Second Assistant Master, Dharwar High School, is appointed First Assistant Master in the same School.

10th November 1882.—Forty two days' privilege leave is granted to Mr. Bulackhidas K., Head Master, Anglo-Vernacular School, Umarkot.

13th November 1882.—Mr. K. V. Dhairyawan is appointed substantive *pro tem.* Third Assistant Master (Marathi Side), Elphinstone High School.

13th November 1882.—Mr. D. N. Joshi, Sixth Assistant Master, Elphinstone High School (at present on leave), is appointed, on probation, Fifth Assistant Master in the same School.

13th November 1882.—Mr. V. L. Dharadhar, Acting Eighth Assistant Master, Elphinstone High School, is appointed Acting Fifth Assistant Master in the same School, during Mr. Joshi's absence.

13th November 1882.—Mr. R. B. Gunjikar, Seventh Assistant Master, Elphinstone High School, is appointed Sixth Assistant Master on probation, and substantive *pro tem.* Fourth Assistant Master, in the same School.

13th November 1882.—Mr. G. M. Dhairyawan, Eighth Assistant Master, Elphinstone High School, is appointed Seventh Assistant Master, on probation, and substantive *pro tem.* Sixth Assistant Master, in the same School.

13th November 1882.—Mr. E. R. Sahiar, Ninth Assistant Master, Elphinstone High School, is appointed Eight Assistant Master, on probation, and substantive *pro tem.* Seventh Assistant Master in the same School.

13th November 1882.—Mr. R. P. Godbole, B.A., Tenth Assistant Master, Elphinstone High School, is appointed substantive *pro tem.* Eighth Assistant Master in the same School.

13th November 1882.—Mr. M. B. Chawbal, B.A. (on leave without pay), Eleventh Assistant Master, Elphinstone High School, is appointed Ninth Assistant Master, on probation, in the same School.

13th November 1882.—G. K. Deshmukh, B.A., Twelfth Assistant Master, Elphinstone High School, is appointed Eleventh Assistant Master, on probation, and substantive *pro tem.* Ninth Assistant Master in the same School.

13th November 1882.—Mr. V. A. Sohoni, B.A., substantive *pro tem.* Eleventh Assistant Master, Elphinstone High School, is appointed Twelfth Assistant Master, on probation, and substantive *pro tem.* Tenth Assistant Master in the same School.

13th November 1882.—Mr. B. A. Bhagwat is appointed substantive *pro tem.* Eleventh Assistant Master, Elphinstone High School.

13th November 1882.—Mr. S. A. Adhikari is appointed substantive *pro tem.* Twelfth Assistant Master, Elphinstone High School.

15th November 1882.—An extension of six months' leave, without pay, is granted to Mr. Fakirbhai Tuljaram, Head Master, Parsi Panchayet School, Surat.

15th November 1882.—Mr. B. N. Nabar, Fourth Assistant Master, Poona High School, is appointed Third Assistant Master, Elphinstone High School.

15th November 1882.—Mr. Moro Waman Kirtane, B.A., Second Assistant Master, Dhulia High School, is appointed substantive *pro tem.* Fourth Assistant Master, Poona High School.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
18th November 1882.

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OF THE BOMBAY BRANCH ... ASIATIC SOCIETY

SUPPLEMENT

TO THE

Bombay Educational Record,

MARCH 1882,

BEING

THE DIRECTORY

OF THE

BOMBAY EDUCATIONAL DEPARTMENT FOR 1881-82.

EIGHTEENTH ISSUE.

DIRECTORY

OF THE

BOMBAY EDUCATIONAL DEPARTMENT

FOR THE YEAR 1881-82.

No. 2162 of 1864-65.

MEMORANDUM.

1. The Directory of the Department of Public Instruction, as it stood on the 1st November 1864, has been officially drawn up with the following objects in view :—

(a)—To show at a glance the personal resources of the Department, and to facilitate a comparison of the claims of different persons for any appointment that may be vacant.

(b)—To lead the way to future organization and order, by pointing out anomalies where they exist in pay or position.

2. It is expected that this Directory will be useful both to the Government and to the Educational Authorities, and that it will be an encouragement to Students to aim at University distinctions, when they see that these are officially recorded and made to constitute a claim to promotion. It is, however, by no means intended to introduce any sudden revolution, or to set aside the claims of those who ably served in the Department perhaps before the University of Bombay came into full operation. Besides length of service, which will always be duly recorded, there are personal qualifications, often more valuable than University distinctions, but which can find no record in a Directory. It is hoped, then, that while the Directory will tend to correct many mistakes, the personal knowledge of Educational Inspectors, and other authorities, may also serve to correct the Directory.

A. GRANT,
Acting Director of Public Instruction.

Bombay, 6th December 1864.

No. 4853 OF 1880-81.

Office of the Director of Public Instruction,
Poona, 19th December 1881.

MEMORANDUM.

Reprinted to accompany the Directory of 1881-82.

K. M. CHATFIELD,
Director of Public Instruction.

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S. A. denotes superior appointment.

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* Surname not known.

S. A. denotes superior appointment.

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* Surname not known.

S. A. denotes superior appointment.

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* Surname not known.

S. A. denotes superior appointment.

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Meheta, G. D. 249
Meheta, G. M. 232
Meheta, K. G. 99
Meheta, P. D. 402
Meheta, P. G. 285
Meheta, P. V. 671
Meheta, T. D. 16
Meheta, U. N. 59S.A.
Meheta, V. V. 127
Meheta, P. I. 304
Meheta, J. J. 664
Meheta, S. C. 214
Meheta, C. S. 255
Meheta, G. G. 406
Meheta, M. P. 274
Meheta, M. N. 391
Meheta, B. B. 825
Meheta, N. N. 711
Meheta, R. M. 914
Mehendale, B. G. 590
Melvani, S. T. 651
Memdroina, F. S. 753
Menti, N. U. 306
Miles, Miss F. 287
Mirchandani, H. A. 490
Mirza Hairat* 57S.A.
Mirza Ismael* 167
Mirza, S. F. 32
Mirza, G. T. 168
Mistri, E. J. 636
Mistri, P. A. 67
Mitchell, Mrs. M. R. 6
Modak, B. P. 30S.A.
Modak, J. B. 74
Modak, W. A. 55S.A.
Modi, C. H. 448
Modi, H. H. 405
Moghaya, M. G. 850
Moghe, V. R. 748
Mogre, H. B. 328
Mohidin, S. Y. S. ..
Moralvar, N. K. 485
Morris, Miss R. 56
Moos, N. A. 63
Mudliar, C. A. 291
Mujumdar, G. N. ..
Mulay, G. R. 224
Mulay, R. B. 818
Mulbagal, D. N. 764
Mulekar, V. S. 515
Mulvi, S. A. F. 50
Mulvi, A. M. 281
Mulvi, N. K. 539
Munshi, N. N. 95
Munshi, R. A. L. 880
Munshi, U. K. M. 371
Munsif, B. M. 159

N

Nabar, B. N. 233
Nadker, V. M. 715

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* Surname not known.

S. A. denotes superior appointment.

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	No.
Nadkarni, S. S.	219
Nagarkar, D. N.	198.A.
Naik, G. G.	169
Naik, P. V.	326
Naik, R. G.	71
Nainsi Jeoraj*	793
Namal, A. N.	662
Namjoshi, M. B.	257
Nanavati, N. M.	570
Nanjiani, K. R.	144
Narbadashankar Kamlashankar*	251
Narangholia, D. H.	883
Naravne, C. D.	577
Narayan Keroba*	765
Narayan Ragunath*	134
Narayan Mahadeva*	301
Narayan Gowardhan*	849
Nariman, D. K.	218
Narbheram Manishankar*	658
Naregol, B. R.	639
Natu, T. G.	234
Natu, K. G.	392
Nawaskar, N. T.	684
Neck Mahomed Yassinkhan Mula*	729
Nene, G. B.	23
Nicholson, K. M.	838
Nigudkar, B. D.	820
Nailkanth, H. S.	423
Nailkant, D. S.	220

O

Oke, A. K.	357
Oke, R. S.	667
Oke, V. K.	335
Oke, M. W.	854
Oliver, J.	21S.A.
Oxenham, R. G.	58.A.
Oza, B. P.	320
Oza, D. M.	321
Oza, L. I.	413
Oza, N. S.	467
Oza, C. L.	92
Oza, U. M.	674
Oza, V. A.	840

P

Pachotia, M. K.	804
Padvekar, V. S.	904
Page, H. M.	36
Pahlajani, G. L.	222
Paithankar, V. R.	676
Pamandas Tarachand*	896
Panalkar, G. B.	595
Pande, R. K.	855
Pandit, A. N.	868
Pandit, B. P.	17
Pandit, B. R.	336
Pandit, G. G.	174
Pandit, R. N.	299
Pandit, N. B.	181
Pandit, D. M.	908
Panendhikar, G. V.	138
Pandya, K. G.	411
Pandya, L. A.	436
Pandya, N. B.	597
Pandya, N. L.	40
Pandya V. D.	369

P—*continued.*

	No.
Pandya, P. U.	511
Pandya, D. N.	663
Pandya, K. H.	179
Pandya, C. B.	456
Pandya, N. G.	532
Pandya, B. L.	841
Pandya, C. H.	298
Pandya, G. G.	419
Pandya, M. M.	891
Panvala, K. M.	620
Paranjpe, B. B.	720
Paranjpe, G. D.	12
Paranjpe, L. V.	66
Paranjpe, S. B.	29S.A
Parchure, T. K.	476
Parchure, V. B.	300
Paranjpe, K. J.	846
Parekh, D. A.	624
Parekh, H. R.	579
Parekh, J. A.	323
Parekh, J. B.	635
Parekh, K. P.	470
Parekh, M. A.	492
Parekh, M. N.	160
Parekh, V. N.	370
Parekh, P. M.	568
Parke, B. G.	680
Parmar, F. C.	682
Patankar, S. B.	463
Patel, J. M.	533
Patel, B. D.	752
Patel, B. F.	86
Patel, E. B.	605
Patel, R. D.	207
Patel, M. V.	317
Patel, J. D.	773
Patel, M. P.	210
Penshe, M. G.	833
Pathak, G. V.	310
Pathak, H. V.	325
Pathak, V. N.	62S.A.
Pathak, K. B.	139
Pathak, C. M.	471
Pathan, D. M. G. R.	628
Patkar, V. R.	504
Patwardhan, G. B.	91
Patwardhan, N. V.	653
Patwardhan, S. V.	4
Patwardhan, V. R.	714
Patwardhan, B. M.	643
Patwardhan, A. G.	567
Pavdi, S. M.	427
Pavar, S. Y.	385
Pavry, N. M.	362
Peshwarwala, R. S.	785
Petere, J. M.	263
Peterson, P.	11S.A.
Phadke, G. B.	523
Phadke, G. W.	811
Phadke, L. G.	736
Phadnis, G. K.	604
Phatak, D. Y.	760
Phatak, M. J.	669
Pingle, W. S.	354
Pohumal Tolaram*	794
Postwala, R. D.	619
Premchand Lalubhai*	897
Pundalik, G. M.	562
Punjari, G. R.	737
Purandhare, G. M.	302

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* Surname not known.

S. A. denotes superior appointment.

P—*continued.*

No.

Purani, A. M. 327
Purani, B. N. 178

R

Radhabai kom Tukaram* 909
Raghavendrarao, K. M. 109
Rajaram S. Kassinath* 221
Raje, G. A. 480
Rajpal, C. T. 582
Ramchandra Hariba* 553
Ramchandani, M. M. 491
Ramchandrani, P. A. 47
Ranade, B. D. 886
Ranavekar, A. A. 135
Rane, B. D. 878
Rangekar, N. A. 538
Rasal, N. B. 172
Rasulkhan, G. M. G. 345
Ratnagar, N. J. 173
Raval, P. M. 465
Raval, P. S. 584
Raval, S. B. 646
Raval, M. G. 843
Ravansiddappa Dhondappa 612
Rebello, F. 602
Rege, K. S. 164
Rege, A. R. 800
Rego, N. M. 290
Ridvi, H. M. 581
Risbud, K. S. 481
Rodah, S. K. 41
Ronge, N. M. 484
Royal, R. 26
Rukadikar, G. H. 510
Russell, W. A. 8S.A.

S

Sabde, G. K. 100
Sabnis, V. G. 507
Sagun, H. S. 884
Saharia, V. G. 246
Sahasrabudhe, B. R. 75
Sahasrabudhe, G. A. 862
Sahasrabudhe, G. D. 805
Sahasrabudhe, K. K. 458
Sakharam Arjun* 48S.A.
Samart, K. M. 272
Sane, K. N. 131
Sanjana, K. J. 26S.A.
Sanjana, P. K. 101
Sanjgiri, N. G. 513
Sarinjame, W. P. 108
Sathe, K. K. 226
Sathe, N. M. 190
Sathe, N. P. 346
Sathe, N. V. 28
Sathe, G. M. 39
Sathe, S. K. 487
Sathe, V. V. 718
Sathe, P. R. 868
Sattur, G. H. 650
Savadi, S. R. 112
Savant, K. M. 774
Savanur, R. A. 49
Sawargaumkar, T. J. 703

S—*continued.*

No.

Sayani, I. M. 85
Scorgie, J. 14S.A.
Selby, F. G. 15S.A
Sepahimalani, F. G. 356
Seth, S. M. 668
Seth, N. V. 254
Sett, B. S. 110
Shaha, A. D. 130
Shaba, G. B. 331
Shaha, I. V. 187
Shaba, M. A. 512
Shaha, N. M. 701
Shaha, P. K. 379
Shaha, S. V. 446
Shaha, M. N. 437
Shahadpuri, A. K. 236
Shaik Hayat* 166
Shak Imam valad Shaik Mahomed* 675
Shaik, J. M. H. 828
Shanahan, H. F. 93
Shastri, G. G. 73
Shastri, V. K. 890
Shastri, K. G. 909
Shastri, K. Y. 442
Shearer, W. 65S.A.
Sheth, D. L. 778
Shett, N. V. 254
Shewade, B. A. 578
Sideki, A. K. M. H. 678
Shidore, M. V. 564
Shrimbekar, T. N. 796
Singit, B. M. 839
Shukla, D. D. 289
Sirhatti, V. N. 622
Sohiar, E. R. 315
Sohoni, A. V. 195
Sohoni, R. B. 601
Sohoni, V. B. 18
Sohoni, M. A. 449
Soman, S. R. 751
Sonvani, B. S. 629
Sorabji, Miss P. 142
Sorabji, Miss M. 143
Subnis, R. V. 89
Sudame, P. N. 418
Sukal, H. M. 252
Sukal, J. K. 334
Sukal, P. M. 454
Sukal, S. R. 400
Sukal, P. T. 617
Sukal, D. G. 823
Sukal, C. M. 409
Sukatankar, K. R. 721
Sule, S. B. 129
Surati, M. J. 108
Sutaria, D. P. 638
Sutaria, L. M. 177
Syed, A. M. S. 403
Syed, A. I. 902
Syed, M. 547
Syed, Y. S. M. 642

T.

Tahilsing Tiloksing* 364
Tahilram Bhambhanmal* 574
Taki, R. S. 398
Talati, E. D. 14
Talati, M. D. 540

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* Surname not known.

S. A. denotes superior appointment.

T—*continued.*

	No
Talekar, R. V.	788
Talpur, A. K. T. M.	761
Tanibai Jayasingkar*	851
Tambe, N. R.	887
Tambulkar, B. S.	268
Tambulkar, G. S.	730
Tanksali, M. A.	338
Tarkhadkar, D. R.	30
Tarkhadkar, M. A.	53S.A.
Tarkhadkar, D. P.	68S.A.
Tarvadi, A. P.	373
Tarvadi, G. A.	107
Tarvadi, H. S.	560
Tarvadi, J. M.	859
Tarvadi, M. G.	228
Tarvadi, P. U.	408
Tarvadi, K. P.	155
Tarvadi, N. H.	735
Tarvadi, B. U.	537
Tarvadi, D. S.	535
Tarvadi, G. H.	621
Taskar, P. B.	549
Tatke, S. P.	812
Terry, G. W.	50S.A.
Thathe, C. S.	189
Thathe, G. H.	732
Thakore, K. R.	899
Thakur, A. M.	424
Thakur, H. B.	288
Tikhe, G. S.	496
Tilak, N. P.	115
Tirathdas Kismatrai*	455
Tolani, P. K.	83
Tolani, B. V.	836
Tolani, J. K.	802
Toke, G. K.	863
Tompe, G. S.	823
Tukaram Ramkrishna*	543

U

Udhanmal Satramdas*	277
Umedali Janmahomed*	322
Unwalla, J. N.	64S.A.
Upadya, V. P.	305

V

Vaidya, R. J.	201
Vaidya, R. S.	447
Vaidya, S. B.	500
Vaidya, V. S.	644
Vaidya, W. K.	200
Vaidya, B. L.	879
Vaidya, N. V.	905
Vaidya, K. M.	814

V—*continued.*

	No.
Vakharkar, B. B.	28S.A.
Vakil, M. R.	38
Vakil, R. B.	453
Valia, M. R	508
Vania, H. B.	180
Vankam, D. N.	798
Vasi, R. S.	704
Vasuvada, M. A.	122
Vasudeo Ganesh*	645
Vasvani, J. S.	365
Vatcha, E. M.	261
Vaze, G. R.	499
Vazifdar, S. M.	892
Ved, D. D.	171
Vellankar, H. M.	611
Verde, G. V.	116
Vijalpura, B. H.	689
Vijaya, H. M.	186
Vimavala, M. K.	121
Vikrar, W. P.	866
Vilavala, J. V.	826
Vora, D. K.	258
Vora, M. D.	432
Vyas, D. V.	33
Vyas, H. H.	212
Vyas, J. P.	571
Vyas, L. L.	381
Vyas, S. R.	450
Vyas, J. P.	466
Vyas, T. P.	874
Vyas, H. N.	404
Vyas, M. B.	536
Vyas, T. M.	607

W

Waddington, Colonel T.	2S.A.
Wadekar, K. C.	586
Wadia, K. M.	462
Wasmalani, J. N.	117
Wasudeo, W. A.	311
Waters, G.	38S.A.
Webb, W.	32S.A.
Wordsworth, W.	3S.A.
Wudgatti, S. M.	517

Y

Yatgiri, S. V.	383
Yevalekar, G. G.	482
Yogi, N. D.	185

Z

Zalakikar, B.	152

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* Surname not known.

S. A. denotes superior appointment.

DIRECTORY OF THE DEPARTMENT OF PUBLIC INSTRUCTION, 1st November 1881.

A.—Superior Appointments.

No.	Names.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of service in the Department.	Present Appointment.	Monthly Salary.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10
					Y. m. d.		Rs. a. p.	Rs. a. p.	
1	K. M. Chatfield ..	M.A.	Oxford ..	None ..	15 7 3	Director of Public Instruction.	2,300 0 0	2,300 0 0	
	Graded List.								
	1st Grade (2), *Rs.* 1,250 *to Rs.* 1,500.								
2	T. Waddington, Colonel, Staff Corps.	None.	None ..	Hindustáni and Maráthi.	18 8 1	Educational Inspector, Central Division. Travelling Allowance .. Tentage do. ..	1,500 0 0 100 0 0 11 1 9	1 611 1 9	
3	W. Wordsworth.. ..	B.A.	Oxford ..	None ..	20 0 26	Principal and Professor of History and Political Economy, Elphinstone College.	1,500 0 0	1,500 0 0	
	2nd Grade (4), *Rs.* 1,000 *to Rs.* 1,250.								
4	T. Cooke	M.A., M.I., LL.D.	Dublin ..	Hindustáni (colloquial.)	10 4 24	Principal, Science College, Poona.	1,250 0 0	1,250 0 0	On furlough to Europe for 15 months.

No.	NAMES.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of service in the Department.	Present Appointment.	Monthly Salary.	Total.	REMARKS.
1	2	3	4	5	6	7	8	9	10
	2nd Grade—continued.				Y. m. d.		Rs. a. p.	Rs. a. p.	
5	R. G. Oxenham.. ..	M.A.	Oxford ..	None ..	18 1 22	Principal and Professor of English Literature, Deccan College.	1,250 0 0	1,250 0 0	On special leave for 6 months.
6	C. Macnaghten ..	M.A.	Cambridge.	Hindustáni and Persian.	10 9 29	Principal, Rájkumár College, Kathiáwár.	1,250 0 0	1,250 0 0	From Rájkumár College Fund.
7	F. Kielhorn	Ph.D.	Leipsic ..	None ..	15 8 2	Professor of Oriental Languages, and Acting Principal, Deccan College.	1,150 0 0	1,150 0 0	
	3rd Grade (5), *Rs.* 750 *to Rs.* 1,000.								
8	W. A. Russell.. ..	M.A.	Oxford ..	Maráthi ..	20 11 12	Educational Inspector, Southern Division. Travelling Allowance .. .. Tentage do. .. .. Acting 2nd Grade	1,100 0 0 100 0 0 11 1 9	1,211 1 9	Draws Rs. 100 more than the highest pay in the 3rd Grade.
9	S. Cooke	M.A., L.C.E.	Dublin ..	None ..	12 10 5	Acting Principal and Professor of Chemistry and Geology, College of Science, Poona. Acting 2nd Grade	1,000 0 0 50 0 0	1,050 0 0	
10	J. T. Hathornthwaite..	M.A.	Cambridge.	Hindustáni.	9 0 28	Professor of Mathematics, Elphinstone College.	925 0 0	925 0 0	

11	P. Peterson	M.A. B.A.	Edinburgh. Oxford.	None ..	8 9 30	Professor of Oriental Languages, Elphinstone College.	850 0 0	850 0 0	
12	E. Giles	B.A.	Oxford ..	Hindustáni and Gujárati.	8 5 16	Educational Inspector, Northern Division. Travelling Allowance .. Tentage do. ..	850 0 0 100 0 0 11 1 9	961 1 9	
	Fourth Grade (6), *Rs.* 500 *to Rs.* 750.								
13	T. B. Kirkham	None.	University College, London.	Maráthi and Gujaráti.	19 4 10	Professor of English Literature, Elphinstone College.	750 0 0	750 0 0	On leave to Europe for 21 months.
14	J. Scorgie	None.	Aberdeen .	Hindustáni	6 8 25	Professor of Mechanism and Applied Science, College of Science, Poona. Acting 3rd Grade	750 0 0	750 0 0	
15	F. G. Selby	B. .	Oxford ..	Maráthi ..	4 8 22	Professor of Logic and Moral Philosophy, Deccan College. Acting 3rd Grade	650 0 0 150 0 0	800 0 0	
16	M. MacMillan	B.A.	Oxford ..	Hindustáni	3 4 19	Professor of Logic and Moral Philosophy, Elphinstone College.	650 0 0	650 0 0	
17	G. W. Forrest	B.A.	Cambridge.	Hindustáni	8 10 16	Professor of Mathematics, Deccan College.	550 0 0	550 0 0	*Acting* Professor of English Literature, Deccan College.
18	H. P. Jacob	None.	Oxford ..	Maráthi ..	14 11 11	Educational Inspector, North-East Division. Travelling Allowance .. Tentage do. ..	750 0 0 100 0 0 11 1 9	861 1 9	

No.	NAMES.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of service in the Department.	Present Appointment.	Monthly Salary.	Total.	REMARKS.
1	2	3	4	5	6	7	8	9	10
	Acting Officers.				Y. m. d.		Rs. a. p.	Rs. a. p.	
19	Ráo Bahádur Daji Nilkant Nagarkar.	None.	None ..	None ..	30 2 5	Professor of Mathematics in the College of Science, Poona.	500 0 0	650 0 0	
						Acting 4th Grade	150 0 0		
20	Govind Vithal Karkarray.	B.A.	Cambridge.	None ..	3 5 3	Acting Professor of Mathematics, Deccan College.	616 10 8	616 10 8	
						Acting 4th Grade	....		
21	J. Oliver	None.	None ..	Hindustáni, Maráthi and Sindi.	8 2 6	Acting Professor of English Literature, Elphinstone College.	500 0 0	500 0 0	
						Acting 4th Grade	....		
	Gujarát College.								
22	K. T. Best	M.A.	Oxford ..	None ..	16 1 29	Principal and Professor of English Literature, Gujarát College, and Head Master, Ahmedabad High School.	750 0 0	750 0 0	On furlough to Europe for one year.
23	Mahadeo Moreshwar Kunte.	B.A.	Bombay ..	Sindi and Sanskrit.	17 2 26	Acting Principal and Professor of English Literature, Gujarát College, and Head Master, Ahmedabad High School.	750 0 0	750 0 0	
24	Jamsetji Ardaseer Dalal	M.A., LL.B.	Bombay ..	None ..	10 4 22	Professor of Mathematics, Gujarát College, Ahmedabad.	300 0 0	480 0 0	
						Acting Vice Principal Elphinstone High Schools.	80 0 0		
						House-rent	100 0 0		

25	Abaji Vishnoo Kathawate.	B.A.	Bombay ..	None ..	11 8 11	Professor of Oriental Languages, Gujarát College.	300 0 0	300 0 0	
26	Kavasji Jamsetji Sanjana.	M.A.	Bombay ..	None ..	2 9 21	Acting Professor of Mathematics, Gujarát College.	175 0 0	175 0 0	
	Rájárám College.								
27	C. H. Candy	B.A., LL.M.	Cambridge.	None ..	6 7 0	Principal and Professor of English Literature, Rájárám College, Kolhápur.	800 0 0	800 0 0	Paid from Kolhápur State.
28	Balwant Bhikaji Vakharkar.	B.A.	Bombay ..	None ..	17 5 0	Vice Principal, Rájárám College, Kolhápur.	350 0 0	350 0 0	Do.
29	Shivaram Bapuji Paranjpe.	B.A.	Bombay ..	Sanskrit ..	14 6 5	Professor of Oriental Languages, Rájárám College, Kolhápur.	250 0 0	250 0 0	Do.
30	Balaji Prabhakar Modak	F.E.A.	Bombay ..	Sanskrit ..	12 3 14	Lecturer on Physical Science, Rájárám College, Kolhápur.	150 0 0	150 0 0	Do.
	Law School.								
31	E. T. Leith, Barrister-at-Law.	LL.M.	None ..	None ..	11 4 0	Government Professor of Law.	300 0 0	300 0 0	
32	W. Webb..	None.	None ..	None ..	8 1 13	Government Professor of Law.	300 0 0	300 0 0	
33	James Jardine	M.A.	Cambridge.	None ..	5 10 0	Perry Professor of Jurisprudence.	209 0 0	209 0 0	
	Grant Medical College.								
34	H. Cook	M.D.	St. Andrew's, London.	Hindustáni Staff.	10 4 29	Principal and Professor of Medicine and Clinical Medicine, Grant Medical College. Professor of Hygiene ..	1,600 0 0 200 0 0	1,800 0 0	

No.	NAMES.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of service in the Department.	Present Appointment.	Monthly Salary.	Total.	REMARKS.
1	2	3	4	5	6	7	8	9	10
	Grant Medical College—continued.				Y. m. d.		Rs. a. p.	Rs. a. p.	
35	A. N. Hojel	L.K. and Q.C.P.I.	Dublin ..	Hindustáni.	7 9 8	Professor of Physiology, Grant Medical College.	1,375 0 0	1,375 0 0	
36	L. B. Lyon	None.	None ..	None ..	15 7 20	Professor of Chemistry .. Professor of Medical Jurisprudence, Grant Medical College.	1,150 0 0 200 0 0	1,350 0 0	
37	G. A. Maconachie ..	M.D.	Aberdeen..	Hindustáni.	9 9 12	Professor of Ophthalmic Medicine and Surgery, Grant Medical College. Professor of Comparative Anatomy and Geology.	1,150 0 0 200 0 0	1,350 0 0	
38	G. Waters	L.R.C.P., L.R. C.S.E.	Edinburgh.	Hindustáni.	0 1 0	Professor of Pathology and Curator of Museum, Grant Medical College.	1,150 0 0	1,150 0 0	
39	H. Cook	M.D.	Queen's, Ireland.	None ..	1 10 8	Acting Professor of Surgery and Clinical Surgery, Grant Medical College.	1,000 0 0	1,000 0 0	
40	A. H. Hughes	M.D.	Boston ..	Hindustáni.	6 11 12	Professor of Midwifery and Diseases of Women and Children, Grant Medical College.	925 0 0	925 0 0	

41	J. Arnott..	M.D.	Glasgow ..	Hindustáni	11 11 6	Professor of Materia Medica, Grant Medical College.	875 0 0	875 0 0	
42	W. K. Hatch	M.B.	Aberdeen..	Hindustáni	2 5 5	Acting Professor of Anatomy, Grant Medical College.	740 0 0	740 0 0	
43	J. Macgregor	M.D.	Glasgow .	Hindustáni	0 4 8	Acting Professor of Materia Medica, Grant Medical College.	552 7 1	552 7 1	
44	H. J. Blanc	M.D. M.R.C.P.	Paris .. London.	P.H. ..	6 5 24	Professor of Surgery and Clinical Surgery, Grant Medical College.	528 15 5	528 15 5	On medical certificate to Europe.
45	W. F. Knapp	None.	None ..	Hindustáni	11 6 10	Professor of Anatomy, Grant Medical College.	459 6 0	459 6 0	Do.
46	D. MacDonald	M.B.	Edinburgh.	None ..	1 4 16	Professor of Practical Histology and Physiology, Grant Medical College, and Professor of Biology, Elphinstone College.	420 0 0	420 0 0	Do.
47	W. Gray	M.B.	Dublin ..	None ..	14 11 0	Professor of Botany, Grant Medical College.	100 0 0	100 0 0	Do.
48	Saccaram Arjoon ...	L.M.	Bombay ..	Colloquial Hindustáni.	2 4 12	Acting Professor of Botany, Grant Medical College.	100 0 0	100 0 0	
	Sir Jamsetji Jijibhoy School of Art and Industry.								
49	J. Griffiths	Science and Art Department, Certificates 1, 2, 4, 5, and 6.	None ..	None ..	15 11 0	Superintendent, Sir Jamsetji Jijibhoy School of Art.	800 0 0	800 0 0	

No.	NAMES.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of service in the Department.	Present Appointment.	Monthly Salary.	Total.	REMARKS.
1	2	3	4	5	6		8	9	10
	Sir Jamsetji Jijibhoy School of Art and Industry—continued.				Y. m. d.		Rs. a. p.	Rs. a. p.	
50	G. W. Terry	None.	None ..	None ..	24 3 27	Teacher of Elementary Drawing School.	700 0 0	700 0 0	
51	J. Adams..	None.	None ..	None ..	2 7 20	Instructor in Architectural Drawing.	150 0 0	150 0 0	
	Miscellaneous.								
52	A. Barrett	B.A.	Lampeter..	Maráthi and Gujaráti.	16 2 25	Principal, Elphinstone High School.	700 0 0		
						House Rent	100 0 0	800 0 0	
53	Moreshwar Atmaram Tarkhadkar.	None.	None ..	None ..	10 9 29	Vice Principal, Rájkumár College, Káthiáwár.	600 0 0	600 0 0	From Rájkumár College Fund.
54	Ráo Sáheb Bhogilal Pranvalabdas.	None.	None ..	None ..	10 7 19	Director of Vernacular Instruction, Baroda State.	580 0 0	580 0 0	From Baroda State.
55	Waman Abaji Modak ..	B.A.	Bombay ...	Sindi ..	17 8 0	Acting Head Master, High School, Poona.	500 0 0	500 0 0	

56	Ramkrishna Gopal Bandharkar.	M.A.	Bombay ..	Sanskrit ..	17 1 16	Assistant Professor of Sanskrit, Elphinstone College.	500 0 0	500 0 0	
57	Mirza Hairat	None.	None ..	None ..	9 6 10	Professor of Persian, Elphinstone College.	500 0 0	500 0 0	
58	Ráo Sáheb Gopalji Surbhai Desai.	None.	None ..	None ..	28 0 9	Deputy Educational Inspector, Káthiáwár Sub-Division. Travelling Allowance ..	350 0 0 50 0 0	400 0 0	From Káthiáwár Educational Fund.
59	Uttamram Narbheram Mehta.	Matriculated 1860.	Bombay ..	None ..	20 3 2	Acting Head Master, High School, Surat.	380 0 0	380 0 0	
60	E. H. Hoogwerf ..	None.	None ..	None. Acquainted with Kánarese, Tamil and Malayalam.	17 1 9	Head Master, Sirdárs' High School, Belgaum.	350 0 0	350 0 0	
61	Keshoo Bapuji Bal ..	B.A.	Bombay ..	None ..	16 2 14	Head Master, High School, Dhárwár.	350 0 0	350 0 0	
62	Vithal Narayan Pathak .	M.A.	Bombay ..	None ..	15 9 5	Head Master, High School, Sátárá.	350 0 0	350 0 0	
63	Ráo Sáheb Mahipatram Rupram.	None.	None ..	None ..	26 5 0	Principal, Training College, Ahmedabad. Gujaráti Translator, Educational Department.	240 0 0 100 0 0	340 0 0	
64	Jamsedji Navarowji Unvalla.	M.A.	Bombay ..	None ..	14 9 16	Head Master, High School, Bhávnagar.	325 0 0	325 0 0	Native State Funds.

No.	NAMES.	Degree, if any.	University, if any.	Indian Languages in which passed.	Length of service in the Department.	Present Appointment.	Monthly Salary.	Total.	REMARKS.
1	2	3	4	5	6	7	8	9	10
					Y. m. d.		Rs. a. p.	Rs. a. p.	
65	W. Shearer	None.	None ...	None ..	1 9 23	Agricultural Instructor, College of Science, Poona.	320 0 0	320 0 0	
66	T. H. Davies, C.S. ..	None.	Oxford ..	Hindustáni and Maráthi.	4 2 12	Educational Inspector, Sind.	250 0 0	250 0 0	Also draws Rs. 1,100 as Manager of Encumbered Estates in Sind, and Rs. 250 as travelling and tentage allowances.
67	Dustur Hosangji Jamaspji.	None.	None ..	None ...	6 8 0	Assistant Professor of Oriental Languages, Deccan College.	200 0 0	200 0 0	
68	Ráo Bahádur Dadoba Pandurung Tarkhadkar.	None.	None ..	None ..	1 0 2	Maráthi Translator, Educational Department.	200 0 0	200 0 0	

B.—GENERAL DIRECTORY.

B.—GENERAL

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1		3	4	5	6	7

CLASS I.—Rs. 150 *to*

1	Ráo Sáheb Narayan Vishnu Bapat.	51	Brahmin ..	Narangri (Ratnágiri.)	Elphinstone College.	Maráthi ..
2	Dalpatram Pranjivan Khakar.	45	Kshatri ..	Diu	Elphinstone College.	Gujaráti ..
3	Mahadeo Vishnu Kané ..	37	Bráhmin ..	Bowdhan ..	Elphinstone College.	Maráthi ..
4	Ráo Sáheb Sitaram V. Patwardhan.	41	Brahmin ..	Rájápur ..	Elphinstone College.	Maráthi ..
5	Ráo Sáheb Alumal Trikamdas Bhojwani.	35	Hindu ..	Karáchi ..	Elphinstone College.	Sindi ..
6	Mrs. M. R. Mitchell	61	Christian ..	Scotland ..	Edinburgh ..	English ..
7	Miss L. R. Collett	34	Christian ..	Bombay ..	Edinburgh ..	English ..
8	H. W. Lewis	34	Christian ..	Birmingham ..	Birmingham School of Art.	English ..
9	John Bocarro	61	Christian ..	Bombay ..	Elphinstone Institution.	Portuguese.
10	Dorabji Edalji Gimi ..	32	Pársi ..	Bombay ..	Elphinstone College.	Gujaráti ..
11	Parvatishankar Mahishankar Davé.	52	Brahmin ..	Surat	Surat High School.	Gujaráti ..
12	Ráo Sáheb Ganesh Dhondeo Paranjpe.	49	Brahmin ..	Ratnágiri ..	RatnágiriSchool.	Maráthi ..
13	Dayabhai Motiram Jagirdar.	33	Brahmin ..	Surat	Elphinstone College.	Gujaráti ..
14	Edalji Dorabji Talati ..	32	Pársi ..	Surat	Elphinstone College.	Gujaráti ..
15	Ráo Sáheb Hargovindass Dwarkadass.	38	Vania ..	Umreth	Ahmedabad High School.	Gujaráti ..

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13

Rs. 300, inclusive.

		Y. m. d.		Rs. a. p.	
English and Sanskrit.	None ..	29 3 14	Curator, Government Central Book Depôt.	300 0 0	Nearly ten years of this service were spent in the Belgaum Sardárs' High School.
English, Maráthi, Hindustani and Portuguese.	None ..	22 9 0	Deputy Educational Inspector, Cutch.	300 0 0	From Cutch State.
English, Sanskrit and Gujaráti.	B.A., 1866..	15 2 3	Head Master, High School, Dhulia.	300 0 0	
English and Latin.	B.A., 1867..	14 9 18	Principal, Poona Training College and Dakshina Examiner.	300 0 0	
English, Hindustani, and Persian.	B.A., 1867..	13 0 14	Deputy Educational Inspector, Karáchi.	300 0 0	
Marathi, a little Hindustani, Gujaráti, French, and Italian.	None ..	11 0 9	Lady Superintendent, Female Normal School, Poona.	300 0 0	
French, German, Italian, and Gujaráti.	None ..	6 4 7	Lady Superintendent, Female Training College, Ahmedabad.	300 0 0	
Hindustani partially.	None ..	5 7 0	Superintendent, School of Industry, Dhárwár.	300 0 0	Previously served in the Cotton Gin Factory, Dhárwár.
English	None ..	36 8 0	Head Assistant, Director of Public Instruction, and Accountant, Dakshina Fund.	290 0 0	Rs. 40 from Dakshina Fund.
English and Latin.	B.A., 1867..	8 7 21	Acting Head Master, Káthiáwár High School.	260 0 0	From Káthiáwár Educational Fund.
English	None ..	30 9 0	Head Master, High School, Broach.	250 0 0	
English and Kánarese.	None ..	26 4 2	Nayadysh of Mudhol, in charge of Schools in the Mudhol State.	250 0 0	From Mudhol State.
English and Latin.	B.A., 1869..	11 9 28	Head Master, High School, Junágad.	250 0 0	From Káthiáwár Educational State.
English and Latin.	B.A., 1869..	10 3 19	Head Master, Náráyen J. High School, Karáchi.	250 0 0	
English, and little of Sanskrit and Hindustani.	Matriculated 1866.	15 9 11	Educational Inspector, Baroda State.	227 4 4	From Baroda State.

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
	2	3	4	5	6	7
16	Tapidass Dyaram Meheta	33	Vania	Surat	Elphinstone College.	Gujaráti
17	Ráo Sáheb Bal Parashram Pandit.	47	Brahmin	Sátára	Poona and Civil Engineering Colleges.	Maráthi
18	Ráo Sáheb Vishnu Balkrishna Sohoni.	44	Brahmin	Chaul	Elphinstone and Deccan Colleges.	Maráthi
19	Ráo Bahádur Kawramal Chandamal Khilanani.	39	Hindu	Bhiria	Elphinstone College.	Sindi
20	Ráo Sáheb Mohanlal Ranchodas Javheri.	53	Vania	Broach	Elphinstone College.	Gujaráti
21	Prannarayan Mayashankar Dixit.	53	Brahmin	Surat	Surat High School.	Gujaráti
22	Venkat Rango Katti	46	Brahmin	Sátára	Poona Normal School.	Kánarese
23	Gopal Balwant Nene	44	Brahmin	Poona	Deccan College.	Maráthi
24	Hari Bhagawant Keskar	38	Brahmin	Sátára	Elphinstone College.	Maráthi
25	Gopal Babaji Hirpathak	43	Brahmin	Poona	Poona Mission School.	Maráthi
26	Robert Royal	44	Christian	Stow Bardulph, Norfolk.	Magdalen College.	English
27	Bhujangrao Krishna Huilgol.	51	Brahmin	Huilgol	Elphinstone and Deccan Colleges.	Kánarese
28	Narayen Vinayek Sathe	36	Brahmin	Poona	Deccan College.	Maráthi
29	Sorabji Pestonji Kika	37	Pársi	Bombay	Elphinstone High School.	Gujaráti
30	Dwarkanath Raghoba Tarkhadkar.	36	Vaishya	Karáchi	Deccan College.	Maráthi
31	R. V. A. Dhairyawan	37	Parbhu	Bombay	Civil Engineering College.	Maráthi
32	S. F. Mirza	33	Mahomedan	Hyderabad	Elphinstone College.	Persian
33	Dhirajram Vishwanath Vyas.	27	Brahmin	Surat	Elphinstone College.	Gujarati

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.			Present Appointment.	Monthly Salary.			REMARKS.
8	9	10			11	12			13
		Y.	m.	d.		Rs.	a.	p.	
English, Sanskrit and a little of Maráthi.	M. A., 1870.	11	7	13	Head Master, Baroda High School.	227	4	4	From Baroda State.
English and Sanskrit.	None ..	22	3	20	Deputy Educational Inspector, Kolhápur and Miraj.	225	0	0	Rs. 200 from Kolhápur and Rs. 25 from Miraj States.
English and Sanskrit.	Matriculated 1859.	20	9	2	Deputy Educational Inspector, Poona Sub-division.	210	0	0	Rs. 10 from Miraj State.
English, Persian, and Hindustani.	Trained ..	12	4	23	Sindi Translator, Educational Department.	210	0	0	Transferred to the Revenue Department.
English, Maráthi, and a little of Hindustani and Sanskrit.	None ..	31	5	0	Deputy Educational Inspector, Surat Sub-division.	200	0	0	
English and Maráthi.	None ..	30	7	25	Head Master, 1st Grade Anglo-Vernacular School, Bhávnagar, and Superintendent of Schools, Bhávnagar State.	200	0	0	From Káthiáwár Educational Funds.
English, Maráthi and Sanskrit.	None ..	22	3	0	Kánarese Translator, Educational Department.	200	0	0	
English and Sanskrit.	Matriculated 1863.	21	10	0	Deputy Educational Inspector, Sátára Sub-division.	200	0	0	Rs. 25 from Jath State.
English, Hindustani and a little of Sanskrit.	B.A. ..	17	8	7	Head Master, High School, Ahmednagar.	200	0	0	
English, Hindustáni (colloquial.)	Matriculated 1864.	16	1	6	Head Master, High School, Násik.	200	0	0	
Hindustani and Maráthi.	None ..	15	11	4	Superintendent of Workshop, College of Science, Poona.	200	0	0	
English and Maráthi.	None ..	15	7	9	Principal, Training College, Dhárwár.	200	0	0	
English, Gujaráti and Sanskrit.	B.A., 1866 ..	13	11	18	Head Master, High School, Ratnágiri.	200	0	0	
English, Maráthi and Hindustani.	None ..	14	11	17	Head Master, English School, Aden.	200	0	0	
English, Sanskrit, Latin, and Gujaráti.	F.E.A., 1865.	13	4	21	Head Master, Hyderabad High School.	200	0	0	
English	None ..	10	7	14	Drawing Master, College of Science, Poona.	200	0	0	
English, Hindustáni, Arabic and a little of Latin.	B.A., 1872 ..	8	8	0	Acting Sindi Translator ..	200	0	0	
English and Sanskrit.	B.A., 1876 ..	6	9	6	Head Master, High School, Navánagar.	200	0	0	From Káthiáwár Educational Fund.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
34	J. D. Esperanse	27	Christian	Bombay	Sir J. J. School of Art, Bombay	Portuguese
35	Ibrahim Mahamed Sayani	28	Khoja	Bombay	Elphinstone College.	Cutchi
36	H. M. Page	28	Christian	Bolarum	Civil Engineering College.	English
37	Ráo Sáheb Vinayak Krishna Gore.	43	Brahmin	Poona	Deccan College	Marathi
38	Ráo Sáheb Motiram Rajaram Vakil.	47	Vania	Surat	Elphinstone College.	Gujarati
39	Gopal Moreshwar Sathe	34	Brahmin	Poona	Elphinstone College.	Maráthi
40	Navalram Laxiram Pandya	45	Brahmin	Surat	Surat High School.	Gujaráti
41	Ráo Sáheb Shrinivas Konher Rodha.	31	Brahmin	Dhárwár	Deccan College	Kánarese
42	Cursetji Nasarwanji Contractor.	24	Pársi	Broach	Elphinstone College.	Gujaráti
43	Ráo Sáheb Javachram Satvachram Hora.	50	Brahmin	Surat	Surat High School.	Gujaráti
44	Manikshaw Beiramji Lawyer	52	Pársi	Surat	Elphinstone College.	Gujaráti
45	Ráo Sáheb Manidharprasad Tapiprasad Desai.	38	Brahmin	Surat	Surat High School.	Gujaráti
46	Ráo Sáheb Narayan Krishna Gokhle.	47	Brahmin	Rájápur	Deccan College	Maráthi
47	Ráo Sáheb Pribdas Anandram Ramchandrani.	49	Amil	Hyderabad	Hyderabad Mission School.	Sindi
48	Ramakanth Krishna Bhende	40	Goud Brahmin.	Poona	Poona College	Maráthi
49	Ráo Sáheb Ramchandra Annaji Savanur.	35	Brahmin	Belgaum	Belgaum High School.	Kánarese
50	Syed Abdul Fatte Mulvi	61	Mahomedan	Násik	Surat and Bombay.	Hindustani.
51	Damodhar Bhikaji Jatar	38	Brahmin	Wái	Deccan College	Maráthi

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English	None ..	4 7 0	Head Master, School of Art, Bhúj.	200 0 0	From Cutch State.
English, Latin and Gujaráti.	B.A., 1870..	5 7 27	Acting Head Master, Nadiád High School.	190 0 0	
Maráthi.. ..	F.C.E., 1873	3 2 27	Demonstrator of Practical Chemistry, College of Science, Poona.	190 0 0	
English	Matriculated 1862.	21 11 19	Deputy Educational Inspector, Khándesh.	175 0 0	
English, and a little of Urdu.	None ..	21 8 20	Deputy Educational Inspector, Ahmedabad Sub-division.	175 0 0	On leave.
English and Sanskrit.	B.A., 1875 ..	11 10 15	Deputy Educational Inspector, Thána Sub-division.	175 0 0	
English, Maráthi, and a little of Sanskrit.	None ..	27 2 0	Principal, Training College, Rájkot.	165 0 0	From the Káthiáwár Educational Funds.
English, Maráthi, Sanskrit, Telagu, and a little of Hindustani.	Matriculated 1870.	9 2 5	Deputy Educational Inspector, Dhárwár.	160 0 0	Rs. 70 from Miraj State.
English and Persian.	B. A., 1877..	2 1 0	Acting Head Master, Shikárpur High School.	160 0 0	
English and a little of Maráthi.	None ..	30 9 0	Deputy Educational Inspector, Mahi Kántha and Pálanpur Sub-division.	150 0 0	From Mahi Kántha and Pálanpur Funds.
English	None ..	29 4 0	Head Master, Fort Branch School, Bombay.	150 0 0	
English	Matriculated 1863.	22 4 18	Deputy Educational Inspector, Kaira Sub-division.	150 0 0	
English	Matriculated 1864.	21 2 11	Deputy Educational Inspector, Ahmednagar Sub-division.	150 0 0	
English, Persian and Hindustani.	None ..	20 4 0	Deputy Educational Inspector, Hyderabad.	150 0 0	
English	Matriculated 1860.	17 0 14	First Assistant Master, Hyderabad High School.	150 0 0	
English, Márathi and a little of Hindustani.	Matriculated 1866.	14 8 20	Deputy Educational Inspector, Kaládgi.	150 0 0	
English, Arabic, Persian, Maráthi, and Gujaráti.	None ..	13 7 8	Arabic Teacher in Elphinstone High School.	150 0 0	
English, a little of Latin and Sanskrit.	B.A., 1869 ..	11 10 24	First Assistant Master, Poona High School.	150 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
52	Ghelabhai Maneklal Laivala.	36	Vania	Surat	Elphinstone College.	Gujaráti
53	Anna Moreshwar Kunte	36	Brahmin	Moholi	Elphinstone College and Grant Medical College.	Maráthi
54	Ráo Sáheb Ganpat Venkatesh Limaye.	32	Brahmin	Belgaum	Deccan College	Maráthi
55	Prabhakar Gangadhar Bhide.	34	Brahmin	Mohal (Ratnágiri.)	Poona Civil Engineering College.	Maráthi
56	Miss R. Morris	34	Christian	London	London	English
57	T. Costa	47	Christian	Mangalore	Basel College	Kánarese
58	Khandubhai J. Desai	25	Brahmin	Vesma	Elphinstone College.	Gujaráti
59	S. M. Khimjiani	25	Khoja	Bhuj	Elphinstone College.	Gujaráti
60	Vithal Khanderao Kirtikar	30	Parbhu	Bombay	Elphinstone High School and College.	Maráthi
61	Kaikasru Kuvarji Kapadia	26	Parsi	Surat	Elphinstone College.	Gujaráti
62	Vithal Keshavaji Davi	33	Brahmin	Bhamodra	Elphinstone College.	Gujaráti

CLASS II.—Rs. 100

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
63	Nanabhai Ardaseer Moos	22	Parsi	Bombay	C. E. College	Gujaráti
64	Rewashankar Tripurashankar Dave.	37	Brahmin	Surat	Elphinstone College.	Gujaráti
65	Krishnaji Lakshuman Datar.	47	Brahmin	Tásgaon	Poona Training College.	Maráthi
66	Lakshuman Vishnu Paranjpe.	41	Brahmin	Poona	Poona Normal School.	Maráthi
67	Palanji Adarji Mistry	39	Parsi	Bombay	Elphinstone College.	Gujaráti
68	Gulamali I. Ahkund	36	Mahomedan	Karáchi	Elphinstone College.	Sindi
69	Jamsetji Carsetji Dubash	35	Parsi	Bombay	Elphinstone College.	Gujaráti

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Sanskrit.	B.A., 1869..	11 0 27	Acting First Assistant Master, Ahmedabad High School.	150 0 0	
Sanskrit, Gujaráti, and Hindustáni (colloquial).	B.A., 1866. M.D., 1874.	10 9 0	Demonstrator of Anatomy, Grant Medical College.	150 0 0	Also draws allowance from other departments.
English, Sanskrit and Kánarese.	B.A., 1872..	9 4 5	Deputy Educational Inspector, Ratnágiri Sub-division.	150 0 0	
English	L.C.E., 1873.	6 10 0	Engineering and Drawing Teacher, Hyderabad High School.	150 0 0	
Maráthi and a little of French, Gujaráti, Hindustáni (colloquial).	None ..	6 2 8	Assistant to the Lady Superintendent, Female Normal School, Poona.	150 0 0	
English and German.	None ..	5 5 0	Head Master, High School, Kárwár.	150 0 0	
English and Sanskrit.	B.A., 1875..	5 4 26	First Assistant Master, Káthiáwár High School.	150 0 0	From Káthiáwár Educational Funds.
English, Latin, Sindi, Hindustani, and a little of Maráthi.	B.A., 1876..	3 11 6	First Assistant Master, N. I. High School, Karáchi.	150 0 0	
English, Sanskrit and Gujaráti.	B.A. ..	3 0 0	Tutor to the Chief of Mudhol.	150 0 0	From Mudhol State.
English and Latin.	M.A., 1878 ..	2 6 21	Sub. *pro tem.* First Assistant Master, Surat High School.	150 0 0	
English and Sanskrit.	B.A., 1878..	1 11 0	Head Master, Alfred High School, Kutch.	150 0 0	From Kutch State.

and below Rs. 150.

Persian	L.C.E. ..	2 0 18	Instructor, Forest Class, College of Science, Poona.	144 0 0	
English and a little of Latin.	F.E.A., 1865.	14 4 14	Acting Deputy Educational Inspector, Ahmedabad Sub-division.	135 0 0	
English and Sanskrit.	None ..	25 4 21	Head Master, J.S. First Grade Anglo-Vernacular School, Bombay.	130 0 0	
English, Hindustáni, Sindi, Gujaráti and Sanskrit.	Matriculated 1866.	15 11 0	Second Assistant Master, Hyderabad High School.	130 0 0	
English	F.E.A., 1864.	15 7 10	First Assistant Master (Gujaráti Side), Elphinstone High School.	130 0 0	
English, Persian, Hindustani and Latin.	Matriculated 1865.	13 8 0	Head Master, Normal School, Hyderabad.	130 0 0	
English and Latin.	B.A., 1867 ..	13 3 1	Head Master, Gokaldas Tejpal 1st Grade Anglo-Vernacular School, Bombay.	130 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
70	Damodhar Ganesh Kelkar	28	Brahmin	Poona	Deccan College	Maráthi
71	Ramchandra Ganesh Naik	54	Goud Brahmin	Bassein	Elphinstone Institution.	Maráthi
72	Khán Sáheb Haji Ahmed Haji Mahomed Sala Makhdum.	53	Mahomedan	Atatari	Normal School, Karáchi.	Sindi
73	Ráo Sáheb Ganpatram Goverishankar Shastri.	35	Brahmin	Surat	Surat High School.	Gujaráti
74	Janardhan Balaji Modak	35	Brahmin	Panch Nadi	Deccan College	Maráthi
75	Ráo Sáheb Balwant Ramchandra Sahasrabudhe.	32	Brahmin	Poona	Deccan College	Maráthi
76	Ráo Sáheb Ravaji Balaj Karandikar.	26	Brahmin	Hángal (Dhárwár).	Deccan College	Maráthi
77	Fardunji Mancherji Dastur	25	Parsi	Surat	Elphinstone College.	Gujaráti
78	Narayan Balal Limaye	51	Brahmin	Málgund (Ratnágiri).	Elphinstone College.	Maráthi
79	Vishnu Daji Gadre	42	Brahmin	Junnar	Training College, Poona.	Maráthi
80	Trimbak Narayan Kirtane	39	Brahmin	Ratnágiri	Elphinstone College.	Maráthi
81	Dowlatram Maniram Bhachuh	38	Brahmin	Ahmedabad	Ahmedabad High School.	Gujaráti
82	Kaniyalal Ghirdharlal Dhru	37	Brahmin	Ahmedabad	Ahmedabad High School.	Gujaráti
83	Pitambar K. Tolani	35	Hindu	Hyderabad	Normal College, Hyderabad.	Sindi
84	Narayan Balkrishna Godbole.	30	Brahmin	Chowk	Elphinstone College.	Maráthi
85	Hiralal Narotamdas Dalal	34	Vania	Surat	Elphinstone College.	Gujaráti
86	Byramji Framji Patel	31	Parsi	Bombay	Elphinstone College.	Gujaráti
87	Balaji Narayen Joshi	33	Brahmin	Surat	Elphinstone College.	Gujaráti
88	Hari Krishna L. Dave	32	Brahmin	Surat	Elphinstone College.	Gujaráti
89	Raghunath V. Subnis	25	Parbhu	Kolhápur	Elphinstone College.	Maráthi
90	Ráo Sáheb Naro Bhaskar Deodar.	47	Brahmin	Poona	Poona Training College.	Maráthi

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	Remarks.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Latin.	M.A., 1876..	1 4 22	First Assistant Master (Maráthi Side), Elphinstone High School.	130 0 0	
English, Hindustani, Gujaráti and Sindi.	None ..	33 1 0	Head Master, High School, Sholápur.	125 0 0	
Arabic, Persian, and Urdu.	Trained ..	24 11 0	Head Master, Normal School, Hyderabad.	125 0 0	
English, Hindustani, and a little of Sanskrit and Persian.	None ..	16 10 14	Deputy Educational Inspector, Broach Sub-division.	125 0 0	
English, Sanskrit and colloquial Kánarese.	B.A., 1871..	12 1 9	Head Master, Byramji Jijibhoy High School, Thána.	125 0 0	
English and Sanskrit.	B.A., 1873..	10 4 17	Deputy Educational Inspector, Násik Sub-division.	125 0 0	
English, Kánarese, and a little of Hindustáni.	B.A., 1874..	6 2 0	Deputy Educational Inspector, Belgaum.	125 0 0	
English and Persian.	M.A., 1877..	1 0 15	Assistant Professor, College of Science, Poona.	125 0 0	
English and Gujaráti.	None ..	28 5 0	Vice-Principal, Poona Training College.	120 0 0	
English, Gujaráti and Sanskrit.	None ..	21 3 15	Head Clerk, Curator, Government Central Book Depôt, Bombay.	120 0 0	
English and Kánarese.	Matriculated 1861.	18 11 0	Head Master, English School, Kaládgi.	120 0 0	
English ..	Matriculated 1865.	18 7 1	Sub-Deputy Educational Inspector, Soráth Peánt, Káthiáwár.	120 0 0	From the Káthiáwár Educational Funds.
English and a little of Sanskrit.	None ..	17 8 0	Sub-Deputy Educational Inspector, Gohelvád Peánt, Káthiáwár.	120 0 0	Ditto ditto.
English, Persian, Hindustáni and a little of Gujaráti.	Trained ..	14 11 0	Head Clerk, Educational Inspector, Sind.	120 0 0	
English and Sanskrit.	B.A., 1874..	11 3 22	Sanskrit Teacher, Elphinstone High School.	120 0 0	
English and Latin.	B.A., 1873 ..	10 5 0	Acting Second Assist. Master, Ahmedabad High School.	120 0 0	
English and Latin.	B.A., 1869..	8 7 11	Second Assistant (G. S.), Elphinstone High School.	120 0 0	
English and Sanskrit.	F.E.A., 1869.	2 8 28	First Assistant, Navánagar High School.	120 0 0	From the Káthiáwár Educational Funds.
English, Sanskrit and little of Maráthi.	Matriculated 1867.	10 2 10	Sub. *pro tem.* First Assistant Master, Rájkumár College.	115 0 0	From Rájkumár College Fund.
English and Sanskrit.	B.A., 1878 ..	3 9 0	Acting First Assistant, Master, Dhulia High School.	114 0 0	
English and a little of Sanskrit.	None ..	26 9 23	Deputy Educational Inspector, Sholápur.	110 0 0	Rs. 10 paid from Akalkot State.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
91	Govind Balwant Patwardhan.	39	Brahmin ..	Poona	Deccan College .	Maráthi ..
92	Chaturbhuj Lalchand Oza ..	34	Brahmin ..	Tatta	Elphinstone College.	Sindi ..
93	Henry F. Shanahan	22	Christian ..	England	St. Xavier's College, Bombay .	English ..
94	Ráo Sáheb Maudhavlal Haribhai Desai.	27	Kshatri ..	Ahmedabad ..	Elphinstone College.	Maráthi ..
95	Narharam Narberam Munshi.	49	Brahmin ..	Surat	Surat High School.	Gujaráti ..
96	Krishnaji Pandurang Godbole.	50	Brahmin ..	Wái (Sátára) ..	Poona Normal School.	Maráthi ..
97	Parashram Balkrishna Godbole.	47	Brahmin ..	Pawás (Ratnagiri).	Deccan College ..	Maráthi ..
98	Rowji Sadashiva Godbole ..	48	Brahmin ..	Wái	Deccan College ..	Maráthi ..
99	Krishnalal Govandas Meheta.	36	Kaisth ..	Surat	Surat High School.	Maráthi ..
100	Govind Keshoo Sabde ..	41	Brahmin ..	Poona	Elphinstone College.	Maráthi ..
101	Pestonji Kavasji Sanjana ..	31	Parsi	Bombay	Elphinstone College.	Gujaráti ..
102	Narayen Krishna Golay ..	39	Brahmin ..	Poona	Poona College ..	Maráthi ..
103	Maniklal Jagjawandas Surati.	35	Vani	Broach	Broach and Ahmedabad High School.	Gujarati ...
104	Bhaskar Dhondeo Gokhle ..	39	Brahmin ..	Talekhajum (Ratnágiri).	Belgaum High School.	Maráthi ..
105	Balwantrao Hari Laghate ..	39	Brahmin ..	Poona	Poona High School.	Maráthi ..
106	Shripat Vaijanath Bhatkande	38	Brahmin ..	Shirhatti (Sángli State).	Belgaum High School.	Maráthi ..
107	Ganpatram Anupram Tarvadi.	32	Brahmin ..	Amod	Surat High School.	Gujaráti ..
108	Waman Prabhakar Sarinjame.	39	Brahmin .	Poona	Deccan College .	Maráthi ..
109	K. M. Raghavendrarao ..	38	Sarasvat Brahmin.	Mangalore ..	Mangalore School.	Konkani ..
110	Bomanji Sorabji Sett	41	Parsi ..	Bombay	Elphinstone High School and College.	Gujaráti ..

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Sanskrit.	Matriculated 1862.	17 6 26	Head Master, 1st Grade Anglo-Vernacular School, Kalyán.	110 0 0	
English and a little of Sanskrit.	Matriculated 1866.	13 3 17	Second Assistant Master, N.J. High School, Karáchi.	110 0 0	
Latin	M.A., 1879..	1 9 13	Sub. *pro tem.* Third Assistant Master, Gujaráti Side, Elphinstone High School.	105 0 0	
English, Sanskrit and Urdu.	B.A., 1876..	5 4 20	Deputy Educational Inspector, Rewa Kántha and Panch Mahals.	104 2 8	Rs. 54-2-8 from Rewa Kántha Educational Funds, and Rs. 25 from Báriya Tribute Fund.
English	None ..	27 11 5	Head Master, Branch School, Surat.	100 0 0	
English, Sanskrit and Sindi.	None ..	26 0 13	Head Master, 1st Grade Anglo-Vernacular School, Phanáswady, Bombay.	100 0 0	
English, Kánarese and Sanskrit.	None ..	25 4 19	Head Master, 1st Grade Anglo-Vernacular School, Kumpta.	100 0 0	
English and Sanskrit.	None ..	24 3 11	Secretary and Reviser, Dakshina Prize Committee.	100 0 0	From Dakshina Fund.
English... ...	Matriculated 1865.	18 1 1	Sub-Deputy Educational Inspector, Jhálávád Prânt, Káthiáwár.	100 0 0	From the Káthiáwar Educational Funds.
English and Sanskrit.	Matriculated 1863.	17 11 20	Head Master, 1st Grade Anglo-Vernacular School, Ahmednagar.	100 0 0	
English	Matriculated 1863.	17 2 15	Fourth Assistant Master, (Gujaráti Side,) Elphinstone High School.	100 0 0	
English	None ..	16 9 22	First Clerk and Accountant, Director of Public Instruction's Office.	100 0 0	
English	Matriculated 1864.	16 6 9	Sub. *pro tem.* 2nd Assistant Master, Rájkumár College.	100 0 0	From Rájkumár College Fund.
English and Kánarese.	Matriculated 1867.	16 6 0	Sub. *pro tem.* First Assistant, Dhárwár High School.	100 0 0	
English	None ..	16 4 13	Clerk, Elphinstone College and Government Law School.	100 0 0	
English and Kanarese.	Matriculated 1864.	16 3 18	Head Master, English School, Hubli.	100 0 0	
English	Matriculated 1865.	16 3 0	Sub-Deputy Educational Inspector, Hálár Prânt, Káthiáwár.	100 0 0	From the Káthiáwár Educational Funds.
English and Sanskrit.	Matriculated 1862.	15 6 0	Head Master, Anglo-Vernacular School, Sángli.	100 0 0	From Sángli State.
English and Kanarese.	Matriculated at Madras, 1868.	15 1 4	First Assistant, High School, Kárwár.	100 0 0	
English and a little of Maráthi.	Matriculated 1861.	14 4 5	Head Master, 1st Grade Anglo-Vernacular School, Camp Poona.	100 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
111	Ráo Sáheb Ramchandra Vinayak Bhanap.	33	Brahmin ..	Poona	Poona High School & Free General Assembly's College, Bombay.	Maráthi ..
112	Shrinivas Ramchandra Savadi.	35	Brahmin ..	Belgaum ..	Belgaum High School.	Kánarese ..
113	Vasumal Jairamdas Mansukhani.	34	Hindu, Amil ..	Hyderabad ..	Hyderabad High School.	Sindi ..
114	Maniklál Gordhandas Ganderia.	32	Vania	Broach	Elphinstone College.	Gujaráti ..
115	Narhar Parshotam Tilak ..	35	Brahmin ..	Poona	Deccan College .	Maráthi ..
116	Gajanan Vitoba Verde ..	61	Goud Brahmin	Bombay	Elphinstone College.	Maráthi ..
117	Jhamatmal Narumal Wasamalani.	33	Hindu, Lohana	Hyderabad ..	Elphinstone College.	Sindi ..
118	Sangappa Mallappa Ankle ..	31	Jain	Belgaum ..	Belgaum High School.	Kánarese ..
119	Nowrozji Rastamji Mami ..	31	Parsi	Bombay ..	Elphinstone High School.	Gujaráti ..
120	Revashankar Bavanishanker Dolakia.	33	Brahmin ..	Junagad ..	Elphinstone College.	Gujaráti ..
121	Maganbhai Kasturchand Vimavala.	33	Jain	Surat	Elphinstone College.	Gujaráti ..
122	Mathuradas Amrutlal Vasuvada.	33	Brahmin ..	Junágad ..	Elphinstone College.	Gujaráti ..
123	Chabilaram Dowlatram Dixit.	31	Brahmin ..	Surat	Elphinstone College.	Gujaráti ..
124	Hiralal Narotamdas Dalal ..	34	Vania	Surat	Surat High School.	Gujaráti ..
125	Laxuman Shivram Kolatkar .	30	Brahmin ..	Poona	Deccan College ..	Maráthi ..
126	Dalpatram Vitaldas Dalal ..	31	Vania	Surat	Elphinstone College.	Gujaráti ..
127	Valabharam Vajeram Meheta.	31	Brahmin ..	Surat	Surat High School and Elphinstone College.	Gujaráti ..
128	Gopal Anant Bhat	31	Brahmin ..	Poona	Deccan College ..	Maráthi ..
129	Sitaram Bhalwant Sule ..	29	Parbhu ..	Ratnágiri ..	Elphinstone College.	Maráthi ..
130	Asharam Dalichand Shaha ..	39	Vania	Ahmedabad ..	Rájkot English School.	Gujaráti ..
131	Kashinath Narayen Sane ..	30	Brahmin ..	Dáhánu	Deccan College ..	Maráthi ..
132	Ganesh Janardhan Agashe ..	29	Brahmin ..	Alandi	Deccan College ..	Maráthi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Kánarese, Latin, and a little of Sanskrit.	Matriculated 1865.	13 9 0	Deputy Educational Inspector, Kánara.	100 0 0	
English and Maráthi.	Matriculated 1866.	13 8 0	Vice-Principal, Training College, Dhárwár.	100 0 0	
English, Persian and Hindustáni.	Matriculated 1867.	13 7 20	Head Master, Anglo-Vernacular School, Sukkur.	100 0 0	
English and Latin.	F.E.A., 1866.	13 7 18	Head Master, Anglo-Vernacular School, Bulsár.	100 0 0	
English and Sanskrit.	F.E.A., 1867.	13 1 12	First Assistant Master, Násik High School.	100 0 0	
English	None ..	12 7 12	English Accountant, Curator Government Central Book Depôt.	100 0 0	
English and Sanskrit.	Matriculated 1866.	12 6 16	Second Assistant Master, Shikárpur High School.	100 0 0	
English and Maráthi.	Matriculated 1869.	11 9 0	Head Master, English School, Belgaum.	100 0 0	
English, Maráthi and Hindustáni.	None ..	11 8 2	First Assistant Master, English School, Aden.	100 0 0	
English and little of Sanskrit.	Matriculated 1868.	11 4 0	Sub *pro tem.* First Assistant Master, Junágad High School.	100 0 0	From the Káthiáwár Educational Funds.
English and Latin.	F.E.A., 1868.	11 1 25	Acting Second Assistant Master, Surat High School.	100 0 0	
English and Sanskrit.	Matriculated 1868.	10 9 0	First Assistant Master, High School, Junágad.	100 0 0	From the Káthiáwár Educational Funds. On one year's leave without pay.
English and Sanskrit.	F.E.A., 1868.	10 5 0	First Assistant Master, Broach High School.	100 0 0	
English and Latin.	B.A., 1873..	10 5 0	Second Assistant Master, Surat High School.	100 0 0	
English and Sanskrit.	B.A., 1871..	10 4 26	First Assistant Master, Rájárám High School, Kolhápur.	100 0 0	From Kolhápu State.
English and Sanskrit.	F.E.A., 1869.	10 4 20	Acting Head Master, Branch School No. I., Ahmedabad.	100 0 0	
English and Latin.	F.E.A., 1869.	10 4 16	Assistant Deputy Educational Inspector, Southern Surat Sub-division.	100 0 0	
English and Sanskrit.	B.A., 1870..	10 4 0	First Assistant Master, High School, Sholápur.	100 0 0	
English and Sanskrit.	F.E.A., 1871.	9 8 4	Sub. *pro tem.* First Assistant Master, Ratnágiri High School.	100 0 0	
English	None ..	8 3 0	Head Master, Anglo-Vernacular School, Morvi.	100 0 0	From the Káthiáwár Educational Funds. On leave.
English and Sanskrit.	B.A., 1872..	8 1 23	Second Assistant Master, Poona High School.	100 0 0	
English and Sanskrit.	B.A., 187[illegible]..	7 9 26	First Assistant Master, High School, Ahmednagar.	100 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
133	Vaman Gopal Indapurkar	28	Brahmin	Indápur	Deccan College	Maráthi
134	Narayan Ragunath	43	Parbhu	Bombay	Elphinstone College.	Maráthi
135	Anant Appaji Renavikar	31	Brahmin	Sátára	Deccan College	Maráthi
136	Barjorji A. Enti	27	Parsi	Surat	Elphinstone College.	Gujaráti
137	Kashinath Ganesh Kelkar	30	Brahmin	Poona	Deccan College	Maráthi
138	Gopal Vyankatesh Panendhikar.	31	Goud Brahmin	Goa	Elphinstone College.	Maráthi
139	Kashinath Bapu Pathak	30	Brahmin	Hubli	Elphinstone and Deccan Colleges.	Kánarese
140	C. W. Dudley	27	Christian	Ellichpur	Civil Engineering College.	English
141	Mahadeo Shivaram Apte	25	Brahmin	Sávantvádi	Deccan College	Maráthi
142	Miss Piroz Sorabji	23	Native Christian.	Násik	In India, and 2 years in Wantage Training College.	Gujaráti
143	Miss Mary Sorabji	21	Native Christian.	Násik	In India and 2 years in Wantage Training College.	Gujaráti
144	Karamali Rahim Nanjiani	27	Khoja	Bombay	Elphinstone College.	Katchi
145	Harilal Harsodray Dhruva	25	Brahmin	Bechal	Elphinstone College.	Gujaráti
146	Daniel Frederick Hogan	25	Christian	Poona	St. Xavier's College.	English

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147	Krishnaji Mahadeo Joglekar.	24	Brahmin	Hedavi	Elphinstone College.	Maráthi
148	Balnarayan Gowrinarayan Dixit.	40	Brahmin	Surat	Elphinstone College.	Gujaráti
149	Udharam Bhoraj Bhackbru	33	Hindu	Rohri	Sukkur Anglo-Vernacular School.	Sindi
150	Keshev Vinayek Dhairawan	39	Parbhu	Bombay	Elphinstone College.	Maráthi

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Kánarese and Persian.	B.A., 1874..	6 2 19	Head Master, 1st Grade Anglo-Vernacular School, Miraj.	100 0 0	From Miraj State.
Gujaráti, Hindustani (colloquial).	None ..	5 6 0	Head Clerk and Librarian, Grant Medical College.	100 0 0	
English and Sanskrit.	F.E.A., 1874.	4 11 4	Deputy Inspector, Sángli ..	100 0 0	From Sángli State.
English and Persian.	B.A. ..	4 7 8	First Assistant Master, Bhávnagar High School.	100 0 0	From the Káthiáwár Educational Funds.
English and Sanskrit.	B.A., 1874..	4 6 9	First Assistant Master, Sátára High School.	100 0 0	On leave without pay for 2 months
Latin, English and Gujaráti.	F.E.A. ..	3 11 18	Head Master, Sávantvádi 1st Grade Anglo-Vernacular School.	100 0 0	From Sávantvádi State.
English, Sanskrit and Maráthi.	B.A., 1877..	3 7 12	First Assistant Master, Maráthi Side, Belgaum High School.	100 0 0	
Maráthi	L.C.E. ..	2 11 0	Head Vernacular Teacher, College of Science, Poona.	100 0 0	
English, Sanskrit and colloquial Kánarese.	B.A., 1878..	2 8 26	Sub. *pro tem.* First Assistant Master, Sátára High School.	100 0 0	
English, French, and a little of Sanskrit and Maráthi.	Trained ..	2 7 0	First Assistant, Female Training College, Ahmedabad.	100 0 0	
English, French, and a little of Sanskrit and Maráthi.	Trained ..	2 7 0	Second Assistant, Female Training College, Ahmedabad.	100 0 0	
English, Gujaráti and Persian.	B.A., 1879..	1 1 8	First Assistant, Alfred High School, Bhúj.	100 0 0	From Cutch State.
English, Sanskrit and Maráthi.	B.A., 1877.. LL.B., 1880..	0 9 25	Sub. *pro tem.* First Assistant Master, Nadiád High School.	100 0 0	
Latin and Portuguese.	B.A., 1876..	0 9 15	Sub. *pro tem.* Second Assistant Master and permanent Third Assistant (Maráthi Side), Elphinstone High School.	100 0 0	

and below Rs. 100.

English, Sanskrit, Gujaráti, French and Hindustáni.	M.A., 1881..	0 7 3	Sub. *pro tem.* Third Assistant Master, (Maráthi Side), Elphinstone High School.	95 0 0	
English	Matriculated 1862.	17 10 25	Head Master, Branch School No. 2, Ahmedabad.	90 6 0	
English, Persian, Urdu and a little of Maráthi.	None ..	17 4 0	Head Master, Anglo-Vernacular School, Lárkhána.	90 0 0	
English and Latin.	F.E.A., 1864.	14 9 28	Fourth Assistant Master (Maráthi Side), Elphinstone High School.	90 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
151	Rastamji Ardesar Daruvala	34	Parsi	Bombay	Elphinstone College.	Gujaráti
152	Bhimacharya Zalakikar	45	Brahmin	Zalaki in Carnatic.	Nargund and Poona Schools.	Kánarese
153	Jagjivandas Bhawanishankar Kapadia.	32	Kshatria	Surat	Elphinstone College.	Gujárati
154	Kandandas Amulrai Asarpota.	33	Hindu, Amil	Khairpur	Karachi Mission School.	Sindi
155	Kamalashankar Pranshankar Trivedi.	23	Brahmin	Surat	Elphinstone College.	Gujaráti
156	Nilkant Vinayek Chatre	30	Brahmin	Bombay	Deccan College	Marathi
157	Motilal Mohanlal Javeri	30	Vania	Broach	Elphinstone College.	Gujaráti
158	Jamsetji Byramji Kanga	29	Parsi	Bombay	Elphinstone College.	Gujaráti
159	Balabhai Munchharam Munsif.	..	Vania	Ahmedabad	Elphinstone College.	Gujaráti
160	Mansukram Narsidas Parekh.	50	Vania	Nadiád	Elphinstone College.	Gujaráti
161	Bolakidas Jawehkardas	46	Hindu	Ahmedabad	Ahmedabad High School.	Gujaráti
162	Fakirbhai Tuljaram Master	45	Vania	Surat	Surat High School.	Gujaráti
163	Shantaram Mangesh Dhume.	47	Goud Brahmin.	Bombay	Elphinstone High School.	Maráthi
164	Keshava Shridhar Rege	36	Goud Brahmin.	Gavakhadi	Elphinstone College.	Maráthi
165	Tarachand Showkiram Adwani.	31	Amil	Hyderabad	Elphinstone College.	Sindi
166	Shaik Hayat	37	Mahomedan	Poona	Free General Assembly's Institution, Bombay.	Hindustáni.
167	Mirza Ismael	38	Mahomedan	Shiraz	Shiraz College, Persia.	Persian
168	G. T. Mirza	35	Mahomedan	Hyderabad	Elphinstone College.	Sindi
169	Gulabbhai Gopalji Naik	34	Brahmin	Jalálpur	Elphinstone College.	Gujaráti
170	Bhanushankar Naranshankar Dave.	34	Brahmin	Surat	Elphinstone College and Surat High School.	Gujaráti

Other Languages known.	University Standing or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English	Matriculated 1864.	14 9 0	Fifth Assistant Master (Gujaráti Side), Elphinstone High School.	90 0 0	
Sanskrit, Maráthi, and Gujaráti.	None ..	13 8 10	Sanskrit Teacher, Elphinstone College, Bombay.	90 0 0	
English and Sanskrit.	F.E.A., 1870.	10 5 0	Third Assistant Master, Surat High School.	90 0 0	
English, Persian and Urdu.	Matriculated 1869.	8 9 29	Head Master, Anglo-Vernacular School, Tatta.	90 0 0	
English and Sanskrit.	B.A., 1878 ..	2 3 18	Acting Third Assistant Master, Ahmedabad High School.	90 0 0	
English and Sanskrit.	B.A., 1876 .. L.C.E., 1878.	0 4 20	Third Assistant Master, Poona High School.	90 0 0	
English and Sanskrit.	Matriculated	8 9 20	Second Assistant Master, Bhávnagar High School.	85 0 0	From the Káthiáwár Educational Funds.
English and Latin.	B.A., 1873 ..	3 7 20	Sixth Assistant Master, Gujaráti Side, Elphinstone High School.	85 0 0	Two months' leave without pay.
English and Persian.	B.A. ..	0 11 22	Sub. *pro tem.* Third Assistant, Rájkumár College.	85 0 0	From Rájkumár College Fund.
English	None ..	29 1 3	Sub. *pro tem.* Head Master, 1st Grade Anglo-Vernacular School, Kaira.	80 0 0	
English and Sindi.	None ..	26 6 10	Head Master, Anglo-Vernacular School, Umarkot.	80 0 0	
English	None ..	25 0 10	Head Master, Parsi Panchayet English School, Surat.	80 0 0	From Parsi Panchayet Fund. On leave without pay.
English and Hindustáni.	None ..	23 9 0	Fifth Assistant Master (Maráthi Side), Elphinstone High School.	80 0 0	
English and Sanskrit.	Matriculated 1865.	13 4 21	Sub. *pro tem.* Second Assistant Master, Ratnágiri High School.	80 0 0	
English and Persian.	Matriculated 1866.	13 3 3	Third Assistant Master, Hyderabad High School.	80 0 0	
English, Maráthi, and Persian.	Matriculated 1863.	18 2 0	Second Assistant Master, Dhulia High School.	80 0 0	
English, Arabic and Hindustáni.	None ..	10 9 0	Persian Teacher, Elphinstone High School.	80 0 0	
English, Hindustáni, Arabic, Persian, and a little of Latin.	Matriculated 1867.	10 6 29	Persian Teacher, Hyderabad High School.	80 0 0	
English, Sanskrit and a little of Maráthi.	Matriculated 1868.	10 5 0	Sub. *pro tem.* Head Master, Sir J. J. School, Surat.	80 0 0	From Parsi Panchayet Fund.
English and Sanskrit.	F.E.A., 1865.	10 4 12	Fourth Assistant Master, Surat High School.	80 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
171	Dulabji D. Ved	31	Bhatia	Tankára (Rájkot).	Elphinstone College.	Gujaráti
172	Narayen Babaji Rasal	30	Brahmin	Kolhápur	Rájárám High School.	Maráthi
173	Nashirvanji Jamsetji Ratnagar.	32	Parsi	Gaudevi	Elphinstone College.	Gujaráti
174	Ganesh Gopal Pandit	20	Brahmin	Kolhápur	Elphinstone College.	Maráthi
175	Anaji Ramchandra Atre	29	Brahmin	Mádha	Deccan College	Maráthi
176	Ranchodlal Lallubhai Khambati.	26	Vania	Surat	Elphinstone College.	Gujaráti
177	Lallubhai Maturbhai Sutaria.	26	Patidar	Nadiád	Elphinstone College.	Gujaráti
178	Balkrishna Narbheram Purani.	26	Brahmin	Broach	Elphinstone College.	Gujaráti
179	Krishnashankar H. Pandya	26	Brahmin	Nadiád	Elphinstone College.	Gujaráti
180	Hoshangaji Barjorji Vania	25	Parsi	Surat	Elphinstone College.	Gujaráti
181	Narayenrao Bhaskar Pandit	29	Brahmin	Baroda	Bombay	Maráthi
182	Bapu Sona-Sawat	52	Marátha	Ratnágiri	Ratnágiri School	Maráthi
183	Ramji Hari Agashe	53	Marátha	Chiplún	Ratnágiri School	Maráthi
184	Vithal Waman Godbole	43	Brahmin	Kelemaigaon	Poona Training College.	Maráthi
185	Narayan Damodhar Yogi	45	Brahmin	Mahád	Deccan College	Maráthi
186	Hariwalabh Mulji Vijaya	42	Vania	Nadiád	Ahmedabad Training College.	Gujaráti
187	Iswarlal Vandravandas Shaha.	40	Vania	Ahmedabad	Ahmedabad High School.	Gujaráti
188	Appaji Baburao Divekar	44	Goud Brahmin	Dhárwár	Dr. Wilson's College.	Maráthi
189	Chintamon Shastri Thatte	61	Brahmin	Wái	Poona Sanskrit College.	Maráthi
190	Nilkant Moreshwar Sathe	41	Brahmin	Poona	Poona High School.	Maráthi

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Sanskrit.	F.E.A., 1870.	9 9 10	Second Assistant Master, Káthiáwár High School, Rájkot.	80 0 0	From the Káthiáwár Educational Fund. His services have been lent to the Gondal State.
English and Sanskrit.	Matriculated, 1871.	9 8 5	Tutor to the Chiefs of Inchalkaranji, Vishalgad and Miraj.	80 0 0	
English and Latin.	F.E.A., 1868.	8 10 24	Seventh Assistant Master, Gujaráti Side, Elphinstone High School.	80 0 0	
English and a little of Sanskrit.	B.A., 1870..	6 10 11	Fourth Assistant Master, Poona High School.	80 0 0	On leave without pay.
English and Sanskrit.	B.A., 1875..	4 11 21	Sub. *pro-tem.* Fourth Assistant Master, Poona High School.	80 0 0	
English and Sanskrit.	B.A., 1880..	4 10 13	Acting Fourth Assistant Master, Ahmedabad High School.	80 0 0	
English and Sanskrit.	F.E.A., 1877.	3 10 18	Sub. *pro-tem.* Second Assistant Master, Navánagar High School.	80 0 0	From the Káthiáwár Educational Funds.
English and Sanskrit.	F.E.A., 1877.	3 2 17	Second Assistant, Navánagar High School.	80 0 0	From the Káthiáwár Educational Funds. On leave without pay.
English and Sanskrit.	B.A., 1878..	2 3 27	Sub. *pro-tem.* Second Assistant Master, Káthiáwár High School.	80 0 0	From the Káthiáwár Educational Funds.
English and Persian.	B.A., 1878..	2 2 16	Sub. *pro-tem.* Second Assistant, Káthiáwár High School.	80 0 0	From the Káthiáwár Educational Funds. On one year's leave without pay.
Gujaráti, Sanskrit, English, Hindustáni and Persian.	F.E.A., 1877.	0 0 14	Deputy Educational Inspector, Baroda State.	80 0 0	From Baroda State.
None	None ..	35 11 12	Assistant Deputy Educational Inspector, Khándesh Sub-division.	75 0 0	
None	None ..	33 6 3	Assistant Deputy Educational Inspector, Násik Sub-division.	75 0 0	
English and a little of Sanskrit.	None ..	22 5 28	Assistant Deputy Inspector, Thána Sub-division.	75 0 0	
English	None ..	22 4 15	Head Clerk, Educational Inspector, Central Division.	75 0 0	
English and a little of Sanskrit and Maráthi.	None ..	22 4 0	Assistant Deputy Educational Inspector, Kaira and Broach.	75 0 0	
English and a little of Urdu.	Matriculated 1865.	21 10 0	Sub. *pro-tem.* Second Assistant Master, Nadiád High School.	75 0 0	
English and Kánarese.	None ..	21 6 0	Assistant Deputy Inspector, Belgaum and Kaládgi.	75 0 0	
Sanskrit ..	None ..	20 3 4	First Assistant Sanskrit Teacher, Deccan College.	75 0 0	
English and Sanskrit.	None ..	18 6 0	Assistant Deputy Educational Inspector, Poona Sub-division.	75 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
191	Ratanlal T. Devetia	36	Brahmin	Ahmedabad	Ahmedabad High School.	Gujaráti
192	Govind Tatia Dixit	39	Brahmin	Poona	Poona Mission School.	Maráthi
193	Ranchodlal Mulakchand Goghari.	39	Vania	Gogha	Bhávnagar English School.	Gujaráti
194	Dattu Narsing Joshi	41	Brahmin	Jánáshi (Ratnágiri.)	Free Church Institution, Bombay.	Maráthi
195	Anant Vinayak Sohoni	39	Brahmin	Junnar (Poona).	Poona Mission School.	Maráthi
196	Rowji Moreshwar Deokule	37	Brahmin	Wái (Sátára)	Poona High School.	Maráthi
197	Trimback Gangadhar Khandilkar.	37	Brahmin	Poona	Deccan College	Maráthi
198	Ganesh Govind Dhekne	33	Brahmin	Poona	Poona College	Maráthi
199	Fardunji Bezanji Karani	35	Parsi	Bombay	Elphinstone High School.	Gujaráti
200	Waman Khanderao Vaidya	32	Parbhu	Alibág	Elphinstone College.	Maráthi
201	Ramchandra Janardan Vaidya.	30	Brahmin	Ambere (Ratnágiri.)	Elphinstone College.	Maráthi
202	Rajaram Shastri Bodas	35	Brahmin	Benares	Benares School.	Maráthi
203	Jamsetji Fardunji Madan	31	Parsi	Bombay	Elphinstone College.	Gujaráti
204	Vithabai Sakharam Chodhari.	30	Brahmin	Poona	Female Training School, Bombay.	Maráthi
205	Ganesh Venkatesh Joshi	30	Brahmin	Miraj	Elphinstone College.	Maráthi
206	Malhar Bhikaji Balsari	28	Brahmin	Pen	Elphinstone College.	Maráthi
207	Rastamji Dhanjibhai Patel	29	Parsi	Surat	Elphinstone College.	Gujaráti
208	Hormasji Kerbadji Bharucha.	24	Parsi	Broach	Elphinstone College.	Gujaráti
209	Babaji Y. Kerur	26	Brahmin	Kaládgi	Deccan College	Kánarese
210	Mansukhram Pranjivan Patel.	25	Brahmin	Mala	Elphinstone College.	Gujaráti
211	Hari Gunesh Godbole	27	Brahmin	Wái	Deccan College.	Maráthi
212	Hargovind Harinarayan Vyas.	24	Brahmin	Bárdoli	Elphinstone College.	Gujaráti
213	Moro Waman Kirtane	28	Brahmin	Poona	Deccan College.	Maráthi

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and a little of Sanskrit.	Matriculated 1865.	18 0 14	First Assistant Master, Training College, Ahmedabad.	75 0 0	
English	Matriculated 1868.	17 10 28	Head Master, 1st Grade Anglo-Vernacular School, Bársi.	75 0 0	
English	None ..	17 4 7	Assistant Deputy Educational Inspector, Ahmedabad and Kaira Sub-division.	75 0 0	
English	Matriculated 1864.	15 9 27	Sixth Assistant Master (Maráthi Side), Elphinstone High School.	75 0 0	
English	Matriculated 1864.	15 9 26	Head Master, 1st Grade Anglo-Vernacular School, Pandharpur.	75 0 0	
English	Matriculated 1866.	14 10 0	First Assistant Master, Poona Training College.	75 0 0	
English and Sanskrit.	Matriculated 1864.	13 6 0	Head Master, Jamkhandi English School.	75 0 0	From Jamkhandi State.
English and a little of Sanskrit.	Matriculated 1863.	13 3 15	Second Assistant Master, High School, Ahmednagar.	75 0 0	
English	Matriculated 1867.	13 1 8	Eighth Assistant Master, Gujaráti Side, Elphinstone High School.	75 0 0	
English, Latin and Hindustáni.	Matriculated 1867.	11 9 7	Assistant Deputy Inspector, Nagar Sub-division.	75 0 0	
English, Sanskrit, and Kánarese.	F.E.A., 1870.	10 1 5	English & Sanskrit Teacher, Belgaum High School.	75 0 0	
Sanskrit.. ..	None ..	9 9 20	Sanskrit Teacher, Elphinstone College, Bombay.	75 0 0	
English and Latin.	F.E.A., 1868.	9 2 20	Head Master, Chandanwadi 1st Grade Anglo-Vernacular School, Bombay.	75 0 0	
English and a little of Sanskrit.	2 years' Certificate.	8 8 16	Head Mistress, Girls' School, Bhávnagar.	75 0 0	From Káthiáwár Educational Funds.
English and Sanskrit.	B.A., 1871 ..	7 6 29	Second Assistant Master, High School, Násik.	75 0 0	
English and Sanskrit.	F.E.A., 1873.	6 1 11	Second Assistant, High School, Junágad.	75 0 0	From Káthiáwár Educational Funds.
English and Persian.	F.E.A., 1873.	5 3 0	Second Assistant Master, Nadiád High School.	75 0 0	On leave without pay.
English and Persian.	B.A., 1878 ..	5 2 13	Sub. *pro tem.* Second Assistant Master, High School, Broach.	75 0 0	
English, Sanskrit and Maráthi.	F.E.A., 1875.	5 2 2	Sub. *pro tem.* Assistant Deputy Educational Inspector, Dhárwár.	75 0 0	
English, Sanskrit and a little of Maráthi.	Matriculated 1873.	4 3 4	Sub. *pro tem.* Fourth Assistant Master, Rájkumár College.	75 0 0	From Rájkumár College Fund.
English and Sanskrit.	B.A., 1876..	3 7 15	Sub. *pro tem.* First Assistant, Kalyán English School.	75 0 0	
English and Sanskrit.	F.E.A., 1877.	3 4 28	Sub. *pro tem.* Third Assistant Master, Káthiáwár High School.	75 0 0	From Káthiáwár Educational Funds.
English and Latin.	B.A., 1877.	3 4 22	Fifth Assistant Master, High School, Poona.	75 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
214	Samaldass Chaganlal Meheta.	24	Brahmin ..	Gaondevi ..	Elphinstone College.	Gujaráti ..
215	Bhaskar Yeshwant Jatar ..	28	Brahmin ..	Dhárwár ..	Deccan College .	Maráthi ..
216	Manilal Nobhulal Dvivedi ..	23	Brahmin ..	Nadiád	Elphinstone College.	Gujaráti ..
217	Digambar Dalaya	25	Christian ..	Poona	Free General Assembly's Institution.	Maráthi ..
218	Dorabji Karsetji Nariman ..	27	Parsi	Navsári	Elphinstone College.	Gujaráti ..
219	Shivaram Sadashiv Nadkarni.	25	Goud Brahmin.	Manjare	Elphinstone College.	Maráthi ..
220	Dhan Shastri Nilkant ..	53	Brahmin ..	Baroda	Bombay.. ..	Maráthi ..
221	Rajaram Shastri Kassinath..	36	Brahmin ..	Benares	Benares.. ..	Maráthi ..

CLASS IV.—Rs. 50

222	Gurundenamal Lalsing Pahlajani.	37	Hindu ..	Sehwan	Normal School, Hyderabad.	Sindi ..
223	Vinayak Daji Behere.. ..	41	Brahmin ..	Poona	Poona College ..	Maráthi ..
224	Gopal Rowji Mulay	42	Kasar	Ahmedabad ..	Poona College ..	Maráthi ..
225	Ramchandra Bhicaji Gunjikar.	38	Goud Brahmin.	Belgaum ..	Elphinstone College.	Maráthi ..
226	Krishnaji Keshava Sathe ..	36	Brahmin ..	Poona	Deccan College..	Maráthi ..
227	Gopal Govind Karandikar ..	35	Brahmin ..	Goven	Ratnágiri High School.	Maráthi ..
228	Motinarayan Gaurinarayan Tarvadi.	33	Brahmin ..	Surat	Surat High School and Elphinstone College.	Gujaráti ..
229	Chelashankar Nathuram Joshipora.	31	Brahmin ..	Gondal	Rájkote High School.	Gujaráti ..
230	Framji Rastomji Billimoria .	32	Parsi	Billimoria ..	Sir J. J. Institution, Bombay.	Gujaráti ..
231	Nandkrishnalal Ratanlal Majmundar.	25	Brahmin ..	Surat	Elphinstone College.	Gujaráti ..
232	Ganavatram Madhavram .. Meheta.	28	Brahmin ..	Surat	Elphinstone College.	Gujaráti ..
233	Baji Narayan Nabar	30	Goud Brahmin.	Bandivde ..	Elphinstone College.	Maráthi ..
234	Trimback Gangadhar Natu..	29	Brahmin ..	Sátára	Elphinstone College.	Maráthi ..
235	Balchand Tarachand Chandiramani.	31	Amil	Hyderabad ..	Mission School, Hyderabad.	Sindi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	Remarks.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and a little of Sanskrit.	F.E.A., 1879.	1 11 22	Sub. *pro tem.* Head Master, Anglo-Vernacular School, Morvi.	75 0 0	From Káthiáwár Educational Funds.
English, Sanskrit and Kánarese.	B.A., 1878 ..	1 4 26	Second Assistant Master, Dhárwár High School.	75 0 0	
English and Sanskrit.	B.A., 1879 ..	1 3 1	Deputy Educational Inspector, Gujaráti Schools, Bombay.	75 0 0	
English, Hebrew and Latin.	B.A., 1878 ..	0 6 8	Second Assistant Master, Kárwár High School.	75 0 0	
English and Latin.	B.A., 1878 ..	0 4 11	Acting First Assistant Master, Shikárpur High School.	75 0 0	
English and Sanskrit.	B.A., 1878 ..	0 4 5	Deputy Educational Inspector, Maráthi Schools, Bombay.	75 0 0	
Hindustani ..	None ..	0 3 11	Supervisor, Baroda Sanskrit Schools.	75 0 0	From Baroda State.
Hindustani ..	None ..	0 0 9	Guru Baroda Nyaya Shastra Shala.	75 0 0	From Baroda State.

and below Rs. 75.

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	Remarks.
English and Persian.	None ..	19 10 0	Head Master, Vernacular School, Shikárpur.	73 0 0	
English and Kánarese.	None ..	16 2 0	Head Clerk, Educational Inspector, Southern Division.	72 0 0	
English and Gujaráti.	None ..	16 1 1	Second Clerk, Director of Public Instruction's Office.	70 0 0	Served also in Judge's office, Poona, for 2-6-0
English, Sanskrit and Kánarese.	Matriculated 1864.	14 8 24	Seventh Assistant Master (Maráthi Side), Elphinstone High School.	70 0 0	
English and Sanskrit.	Matriculated 1864.	14 3 13	Sub. *pro tem.* Second Assistant Master, High School, Sátára.	70 0 0	
English	Matriculated 1866.	13 9 25	Sub. *pro tem.* Third Assistant Master, Ratnágiri High School.	70 0 0	
English and Latin.	Matriculated 1864.	12 1 27	Head Master, 1st Grade Anglo-Vernacular School, Viramgám.	70 0 0	
English	Matriculated 1868.	11 6 0	Head Master, English School, Gondal.	70 0 0	From Káthiáwár Educational Funds.
English and Latin.	F.E.A., 1870.	8 7 27	Ninth Assistant Master, (Gujaráti Side), Elphinstone High School.	70 0 0	
English and Sanskrit.	B.A., 1880 ..	6 3 12	Probationary Sixth Assistant Master, Surat High School.	70 0 0	
English and Sanskrit.	Matriculated 1869.	6 1 6	Third Assistant Master, High School, Junágad.	70 0 0	From Káthiáwár Educational Funds.
English and Sanskrit.	B.A., 1873 ..	3 4 6	Sixth Assistant Master, Poona High School.	70 0 0	
English and Sanskrit.	B.A., 1878 ..	2 3 0	First Assist. Master, Lower High School, Kolhápur.	70 0 0	From Kolhápur State.
English, Persian and Hindustani.	Matriculated 1868.	12 9 0	Head Master, Anglo-Vernacular School, Kotri.	66 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
236	Ailmal Kundanmal Shahdadpuri.	40	Mahomedan ..	Hyderabad ..	Hyderabad Normal School.	Sindi ..
237	Ramkrishna Chimnaji Bapat.	39	Brahmin ..	Anjarla (Ratnágiri).	Deccan College .	Maráthi ..
238	Dattatraya Bagwant Deshpande.	37	Brahmin ..	Dhulia (Khándesh).	Dhulia High School.	Maráthi ..
239	Vishwanath Dondeo Deodhar.	42	Brahmin ..	Ratnágiri ..	Poona High School.	Maráthi ..
240	Ganpatrao Mahadevrao Dharryawan.	35	Parbhu ..	Bombay ..	Elphinstone and Grant Medical Colleges.	Maráthi ..
241	Damodhar Balkrishna Dhulekar.	32	Brahmin ..	Kukarvand ..	Deccan College .	Maráthi ..
242	Manickji Dadabhai Arjani ..	30	Parsi	Navsári ..	Elphinstone College.	Gujaráti ..
243	Nowrozji Palanji Desai ..	29	Parsi	Bombay ..	Elphinstone College.	Gujaráti ..
244	Rudrapa Virbasappa Belgi ..	25	Lingáyat ..	Belgi ..	College of Science.	Kánarese ..
245	Ramchandra Narayen Bhave.	50	Brahmin ..	Khed ..	Poona Normal School.	Maráthi ..
246	Valabhadas Gopalji Saharia.	43	Vania	Nadiád ..	Nadiád English School.	Gujaráti ..
247	Narayan Chintamon Athavale.	34	Brahmin ..	Guhágar ..	Guhágar Vernacular School.	Maráthi ..
248	Gavarishankar Dayaram Dave.	44	Brahmin ..	Kaira ..	Kaira Vernacular School.	Gujaráti ..
249	Gulabdas Dayaram Meheta..	46	Vania ..	Surat ..	Surat School and Training College.	Gujaráti ..
250	Fatechand Mahomed Abdula Kazi.	51	Mahomedan ..	Old Hála ..	Normal School, Karáchi.	Sindi ..
251	Narbadashankar Kamlashankar.	48	Brahmin ..	Surat ..	Surat High School.	Gujaráti ..
252	Hargovind Mayaram Sukal...	41	Brahmin ..	Umreth ..	Ahmedabad Training College.	Gujaráti ..
253	Balaji Hari Datar	42	Brahmin ..	Poona ..	Poona Mission School.	Maráthi ..
254	Narbheram Vardhaman Seth.	40	Vania ..	Gondal ..	Rájkot Normal Class.	Gujaráti ..
255	Chaturbhuj Shewji Meheta..	38	Brahmin ..	Bhúj ..	English School, Bhúj.	Gujaráti ..
256	Jaganath Jethalal Adhayarn.	40	Brahmin ..	Dhrangadra ..	Normal Class, Ahmedabad.	Gujaráti ..
257	Moro Baji Namjoshi	49	Brahmin ..	Islámpur ..	Free Church Mission School, Sátára.	Maráthi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Persian.	Trained ..	18 4 16	Head Master, Vernacular School No. II., Karáchi.	65 0 0	
English	Matriculated 1864.	16 7 12	Seventh Assistant Master, Poona High School.	65 0 0	
English and a little of Sanskrit.	Matriculated 1865.	16 7 9	Third Assistant Master, High School, Dhulia.	65 0 0	
English	None ..	16 2 1	Third Clerk, Director of Public Instruction's office.	65 0 0	Served also in Conservator of Forest's office 1-8-0, and in Collector's office, Poona, 2-7-29.
English and Gujaráti.	Matriculated 1865.	13 0 17	Eighth Assistant Master (Maráthi Side), Elphinstone High School.	65 0 0	
English and Sanskrit.	F.E.A., 1869.	9 3 13	Second Assistant Master, Rajaram High School, Kolhápur.	65 0 0	From Kolhápur State.
English and Persian.	F.E.A., 1873.	7 10 27	Eleventh Assistant Master (Gujarati Side), Elphinstone High School.	65 0 0	
English and Latin.	B.A., 1874 ..	4 4 21	Tenth Assistant Master (Gujaráti Side), Elphinstone High School.	65 0 0	
English and Maráthi.	L.C.E., 1880.	0 4 0	Sub *pro-tem.* Third Assistant Master, Dhárwár High School.	65 0 0	
English	None ..	25 5 12	Deputy Educational Inspector, Phaltan State.	61 4 3	From Phaltan State.
A little of Sanskrit.	None ..	27 2 14	Head Master, Vernacular School, Bhávnagar.	60 0 0	From Káthiáwár Educational Funds.
None	None ..	26 6 0	Head Master, Training School, Kolhápur.	60 0 0	From Kolhápur State.
A little of English.	None ..	26 5 17	Head Clerk, Educational Inspector, N. D.	60 0 0	
English	None ..	25 6 2	Head Master, Vernacular School, Surat.	60 0 0	From Local Funds
Arabic, Persian, and Urdu.	None ..	25 3 0	First Assistant Master, Normal School, Hyderabad.	60 0 0	
A little of English.	Trained ..	23 8 13	Head Master, Vernacular School, Anklesar.	60 0 0	
A little of English and Sanskrit	Trained according to old system	22 8 26	Head Master, Vernacular School No. I., Broach.	60 0 0	From Local Funds
English	None ..	21 2 18	Eighth Assistant Master, Poona High School.	60 0 0	
None	None ..	20 2 22	Head Master, Vernacular School No. I, Gondal.	60 0 0	From Káthiáwár Educational Funds.
English	None ..	20 0 0	Head Master, Anglo-Vernacular School, Mandvi.	60 0 0	From Cutch State
A little of English.	None ..	19 6 0	Head Master, Vernacular School, Bhúj.	60 0 0	Do.
English and a little of Sanskrit.	None ..	19 3 0	Head Clerk, Educational Inspector, North-East Division.	60 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
258	Devaram Karasanji Vora	43	Brahmin	Morvi	Rájkot Normal School.	Gujaráti
259	Murijmal Valiram Kirpalani.	34	Amil	Hyderabad	Hyderabad High School.	Sindi
260	Harjivandas Valiram Guna	40	Kshatri	Bombay	Elphinstone College.	Sindi
261	Edalji Manackji Vatcha	38	Parsi	Bombay	Elphinstone High School.	Gujaráti
262	Fatehchand Vasanmal Bhautani.	34	Amil	Hyderabad	Hyderabad High School.	Sindi
263	Janardan Mahadeo Petere	34	Brahmin	Sonawaday	Ratnágiri	Maráthi
264	Shankar Ramchandra Bhagavat.	37	Brahmin	Wái	Deccan College.	Maráthi
265	Balaji Khanderow Joshi	35	Brahmin	Poona	Poona High School.	Maráthi
266	Ramchandra Harshet Gangan	37	Vania	Nevaren	Ratnágiri High School.	Maráthi
267	Ramchandra Venkatesh Barud.	45	Goud Brahmin.	Nándgad (Belgaum).	Elphinstone College.	Maráthi
268	Balbhim Sakharam Tambulkar.	42	Brahmin	Tárápur (Sholápur).	Poona School	Maráthi
269	Dayalji Morarji Desai	34	Brahmin	Sarbhon	Surat High School.	Gujaráti
270	Harilal Naranaji Acharya	32	Brahmin	Ahmedabad	Ahmedabad High School.	Gujaráti
271	Narayan Govind Karandikar.	35	Brahmin	Karandi	Deccan College.	Maráthi
272	Krishnarao Mahadeo Smarth.	31	Kayastha	Mádha	Elphinstone College.	Maráthi
273	Manackji Mancharji Choksi	31	Parsi	Bombay	Elphinstone College.	Gujaráti
274	Malshankar Purandas Mehcta	35	Brahmin	Bhuj	Deccan College.	Gujaráti
275	Bhavanishankar Girjashankar Joshi.	33	Brahmin	Anklesvar	Surat High School.	Gujaráti
276	Govind Krishna Ambardekar.	31	Brahmin	Ratnágiri	Elphinstone and Deccan Colleges.	Maráthi
277	Udhanmal Satramdas	28	Kshatria	Tatta	Karáchi High School.	Sindi
278	Sobhraj Hassaram Dasavani.	26	Hindu	Hyderabad	Karáchi High School.	Sindi

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m d.		Rs. a. p.	
None	None ..	17 10 20	Head Master, Vernacular School, Navánagar.	60 0 0	From Káthiáwár Educational Funds.
English and Persian.	None ..	17 4 0	Fourth Assistant Master, Hyderabad High School.	60 0 0	
English and Gujaráti.	Matriculated 1864.	17 1 0	Fifth Assistant Master, High School, Hyderabad.	60 0 0	
English	None ..	16 8 0	First Assistant Master, Gokoldas Tejpal 1st Grade Anglo-Vernacular School, Bombay.	60 0 0	
English and Persian.	Matriculated 1876.	14 7 0	Persian Teacher, Shikárpur High School.	60 0 0	
English and Sanskrit.	Matriculated 1866.	14 0 0	Tutor to the Raja of Ákalkot	60 0 0	From Akalkot State.
English and Sanskrit.	Matriculated 1864.	13 3 26	Second Assistant Master, Byramji Jijibhoy High School, Thána.	60 0 0	
English and a little of Sanskrit.	Matriculated 1867.	13 3 15	Second Assistant Master, High School, Sholápur.	60 0 0	
English	Matriculated 1865.	13 3 0	Sub. *pro tem.* Fourth Assistant Master, Ratnágiri High School.	60 0 0	
English	None ..	12 9 7	Second Clerk, Curator Government Central Book Depôt, Bombay.	60 0 0	
English and a little of Kánarese.	Matriculated 1868.	12 9 5	First Assistant, Anglo-Vernacular School, Miraj.	60 0 0	From Miraj State.
English	Matriculated 1867.	12 7 1	Head Master, English School, Límbdi.	60 0 0	From Káthiáwár Educational Funds.
English	Matriculated 1868.	12 2 15	Second Assistant, Training College, Ahmedabad.	60 0 0	
English and Sanskrit.	Matriculated 1865.	11 10 20	Third Assistant Master, Rajaram High School, Kolhápur.	60 0 0	From Kolhápur State.
English, Sanskrit and Sindi.	Matriculated 1868.	10 7 24	Third Assistant Master, N. J. High School, Karáchi.	60 0 0	
English and Latin.	Matriculated 1868.	9 9 27	First Assistant Master, Fort Branch Anglo-Vernacular School, Bombay.	60 0 0	
English, Sanskrit and a little of Maráthi.	Matriculated 1868.	9 8 10	Second Assistant, Alfred High School, Bhuj.	60 0 0	From Kutch State. On leave without pay.
English and a little Maráthi.	Matriculated 1867.	9 8 1	Head Master, Vernacular School, Wadhwán City.	60 0 0	From Káthiáwár Educational Fund. On leave without pay.
English, Sanskrit and Kánarese.	F.E.A., 1869.	9 7 18	Second Assistant Master, (Maráthi Side,) Belgaum High School.	60 0 0	
English, Persian and a little of Gujaráti.	Matriculated 1871.	9 4 13	Fourth Assistant Master, High School, Karáchi.	60 0 0	
English, Persian and a little of Urdu.	None ..	8 4 25	Second Clerk, Educational Inspector, Sind.	60 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
279	Trimbak Vishnu Bapat	42	Brahmin	Poona	Free General Assembly's Institution.	Maráthi
280	Hormasji Nowrozji Lord	31	Parsi	Bombay	Elphinstone College.	Gujaráti
281	Alla Bux Mahamedsha Moulavi.	48	Mahomedan	Kabul	Arabic School	Hindustáni
282	Vrandvandas Girdhardas Dalal.	29	Vania	Umreth	Elphinstone College.	Gujaráti
283	Balkrishna Vishnu Bhide	30	Brahmin	Tásgaon (Sátára)	Deccan College	Maráthi
284	Dayabhai Vaniram Meheta	27	Brahmin	Umreth	Ahmedabad High School.	Gujaráti
285	Paratapral Govindrai Meheta	26	Brahmin	Bhávnagar	Bhávnagar High School.	Gujaráti
286	Shankar Rowji Apte	28	Brahmin	Bagvádi	Deccan College	Maráthi
287	Miss Florence Miles	25	Christian	Shikárpur	Karáchi English School.	English
288	Hirji Bhagwanji Thakur	27	Lavana	Bhúj	Elphinstone College.	Katchi
289	Devadatta Dhanesar Shukla	25	Brahmin	Anklesvar	Elphinstone College.	Gujaráti
290	Nicolas Manuel Rego	26	Christian	Mangalore	Sydapet Agricultural College.	Kánarese
291	C. Anamalia Mudliar	27	Vellalah	Chingleput	Madras Agricultural College.	Tamil
292	Framji Nasarwanji Khambata.	23	Parsi	Surat	Agricultural School, Sydapet.	Gujaráti
293	Bamonji N. Dadina	25	Parsi	Bombay	Sydapet College	Gujaráti
294	Shiwashankar T. Dave	24	Brahmin	Junawada	Elphinstone College.	Gujaráti
295	Prabhakar Ballal Limaye	24	Brahmin	Ratnágiri	College of Science, Poona.	Maráthi
296	Hiralal Keshevlal Joshi	24	Brahmin	Ahmedabad	Science College, Poona.	Gujaráti
297	Mahanand Bhai Shankur Bhat.	24	Brahmin	Nabad	Poona College of Science.	Gujaráti

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English ..	None ..	7 8 11	Accountant, Educational Inspector, Central Division's Office.	60 0	
English and Tamil.	Matriculated 1867.	7 6 5	Twelfth Assistant Master, Gujaráti Side, Elphinstone High School.	60 0 0	
English, Persian, Arabic, Sindi and Baloochi.	First Class Training Certificate Military Normal School.	7 3 20	Persian Teacher, N. J. High School, Karáchi.	60 0 0	
English and Sanskrit.	Matriculated 1872.	6 8 23	Sub. *pro tem.* Third Assistant Master, High School, Nadiad	60 0 0	
English and Sanskrit.	F.E.A., 1872.	6 2 21	Sub *pro tem.* Third Assistant Master, Sátára High School.	60 0 0	
English and Sanskrit.	Matriculated 1872.	6 1 27	Head Master, 1st Grade School, Wadhwán City.	60 0 0	From Káthiáwár Educational Funds.
English ..	Matriculated	5 10 16	Third Assistant Master, High School, Bhávnagar.	60 0 0	Ditto. On one year's leave without pay.
English, Kánarese and Persian.	F. A., 1875..	4 10 11	Fourth Assistant, Dhárwár High School.	60 0 0	
Sindi and Gurmukhi.	None ..	2 11 6	Inspectress, Girls' School, Hyderabad.	60 0 0	
English, Gujaráti and Sanskrit.	Matriculated 1875.	2 10 26	Head Master, Anglo-Vernacular School, Bhúj.	60 0 0	From Kutch State.
English and Sanskrit.	B.A. ..	2 9 28	Sub *pro tem.* Third Assistant Master, Broach High School.	60 0 0	
English, Malayalum, and Tamil.	College Certificate.	2 3 18	Agricultural Teacher, Násik High School.	60 0 0	
English and Telegu.	None ..	2 3 18	Agricultural Teacher, Ahmednagar High School.	60 0 0	
English ..	None ..	2 3 5	Agricultural Teacher, High School, *Hyderabad.*	60 0 0	
English and Hindustani.	Matriculated 1873.	2 2 4	Agricultural Teacher, Dhulia High School.	60 0 0	
English and Sanskrit.	B.A., 1879 ..	1 4 17	Sub. *pro tem.* Third Assistant Master, Bhávnagar High School.	60 0 0	
English and Sanskrit.	Matriculated 1876. Certificate of the College of Science, Poona.	0 9 4	Agricultural Teacher, Sholápur High School.	60 0 0	
English and Sanskrit.	Matriculated 1878.	0 9 4	Agricultural Teacher, Nadiád High School.	60 0 0	
English, Sanskrit and a little of Arabic.	Matriculated 187[illegible] Agricultural Certificate.	0 0 3	Probationary Agricultural Teacher, Surat High School.	60 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
298	Chaganlal H. Pandya	22	Brahmin	Nadiád	Elphinstone College.	Gujaráti
299	Raghunath Narayan Pandit.	22	Brahmin	Poona	College of Science.	Maráthi
300	Vaman Bhikaji Parchure	25	Brahmin	Guhágar	Elphinstone College.	Maráthi
301	Narayan Mahadeo	44	Brahmin	Poona	Poona College	Maráthi
302	Gopal Malhar Purandhare	51	Brahmin	Poona	Poona Government English School.	Maráthi
303	Ramchandra Hari Datar	39	Brahmin	Poona	Poona College	Maráthi
304	Pranjivan Itcharam Meheta	49	Brahmin	Saras	Vernacular School, Olpád.	Gujaráti
305	Vajeram Prabhashankar Upadya.	42	Brahmin	Mándvi	Surat High School.	Gujaráti
306	Naserwanji Ukarji Menty	41	Parsi	Surat	Elphinstone High School.	Gujaráti
307	Krishnaji Raghunath Kelkar.	36	Brahmin	Someshwar	Deccan College.	Maráthi
308	Yellappa Virappa Jadhava	31	Maráthi	Belgaum	Belgaum High School.	Maráthi
309	Nagendas Laxmidas Dalal	31	Vania	Surat	Surat High School.	Gujaráti
310	Gogal Vanamali Pathak	31	Brahmin	Kaira	Elphinstone College.	Gujaráti
311	Waman Anna Wasudeo	32	Kshatria	Bombay	Elphinstone High School.	Maráthi
312	Jadawji Mavoji Ghandi	30	Vania	Mahuva	Ahmedabad Training College.	Gujaráti
313	Framji Karsetji Bajan	29	Parsi	Bombay	Elphinstone College.	Gujaráti
314	Narayan Ramchandra Kale	32	Brahmin	Mith Bava	Elphinstone College.	Maráthi
315	Erackji Rastamji Sohiar	30	Parsi	Navsári	Elphinstone College.	Gujaráti
316	Venktesh Bhimrao Bhandiwad.	28	Brahmin	Bhandivad	Deccan College	Kánarese
317	Motilal Valabhai Patel	27	Patidar	Nadiad	Elphinstone College.	Gujaráti

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Sanskrit.	B.A., 1880..	0 7 20	Sub. *pro tem.* Fourth Assistant Master, Káthiáwár High School.	60 0 0	
English, Sanskrit and Gujaráti.	Matriculated 1875. Agricultural Diploma, 1880.	0 4 17	Sub. *pro tem.* Agricultural Teacher, Belgaum High School.	60 0 0	
English and Sanskrit.	B.A., 1880 .	2 4 21	Acting First Assistant Master, Thána High School.	58 0 0	
English	None ..	23 0 0	Clerk, College of Science ..	58 0 0	
English	None ..	29 10 0	Clerk and Librarian, Deccan College, Poona.	57 0 0	
English, Sanskrit and Kánarese.	Matriculated 1866.	20 13 24	Head Master, Anglo-Vernacular School, Akalkot.	56 0 0	From Akalkot State.
Sanskrit	None ..	26 10 20	Head Master, Vernacular School, Amod.	55 0 0	From Local Funds.
A little of English.	None ..	23 0 19	Head Master, Vernacular School, Mándvi.	55 0 0	Do.
English	None ..	19 8 8	Second Assistant Master, Fort Branch School, Bombay.	55 0 0	
English and Sanskrit.	Matriculated 1864.	12 10 0	Ninth Assistant Master, Poona High School.	55 0 0	
English and Kánarese.	Matriculated 1868.	12 9 9	Sub. *pro tem.* First Assistant Master, Kánarese Side, Belgaum High School.	55 0 0	
English	Matriculated 1868.	12 3 0	Sub. *pro tem.* Ninth Assistant Master, Surat High School.	55 0 0	
English and Sanskrit ..	Matriculated	10 1 4	Head Master, Anglo-Vernacular School, Ankleshwar.	55 0 0	
English	None ..	9 2 9	Clerk and Librarian, Elphinstone High School.	55 0 0	
A little of Sanskrit.	2 years' Certificate.	8 8 27	Head Master, Vernacular School, Sihor.	55 0 0	From Káthiáwár Educational Funds.
English and Persian.	Matriculated 1871.	6 4 14	Thirteenth Assistant Master, Gujaráti Side, Elphinstone High School.	55 0 0	
English and Sanskrit.	F.E.A., 1874	6 4 8	Fourth Assistant Master, Rájárám High School, Kolhápur.	55 0 0	From Kolhápur State.
English and Persian.	Matriculated 1871.	5 2 20	Ninth Assistant Master (Maráthi Side), Elphinstone High School.	55 0 0	
English, Sanskrit and Maráthi.	B.A., 1879..	3 9 28	First Assistant (Kánarese Side), Belgaum High School.	55 0 0	On leave without pay.
English and Sanskrit.	Matriculated 1873.	3 8 20	Head Master, Anglo-Vernacular School, Rádhanpur.	55 0 0	From Rádhanpur State.

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
318	Vamanacharya Jhalkikar	37	Brahmin	Jhalki	Benares College.	Kánarese
319	Gopal G. Desai	21	Brahmin	Eroo	Elphinstone College.	Gujaráti
320	Balwandray Pramanandas Oza.	27	Brahmin	Gandevi	Bhávnagar High School.	Gujaráti
321	Duleray Mahipatray Oza	26	Brahmin	Gogha	Bhávnagar	Gujaráti
322	Umedali Janmahomed	33	Mussalman	Hyderabad	Hyderabad Normal School.	Sindi
323	Jethalal Asharam Parekh	42	Vania	Mehmadabad	Ahmedabad Training College.	Gujaráti
324	Ugrishwar Ajramer Gore	59	Brahmin	Vadali	Normal School, Bombay.	Gujaráti
325	Hari Vithal Phatak	45	Brahmin	Makhajan	Poona Training College.	Maráthi
326	Paragji Valabram Naik	47	Brahmin	Katárgám	Surat English School.	Gujaráti
327	Asharam Motiram Purani	46	Brahmin	Mehmadabad	Surat Normal Class.	Gujaráti
328	Hari Balwant Mogre	50	Brahmin	Shirgaon	Elphinstone High School.	Maráthi
329	Rewashankar Ambaram Bhat.	43	Brahmin	Mehmadabad	Ahmedabad Training College.	Gujaráti
330	Balaji Mahadaji Bandivedikar.	43	Bhandari	Málvan	Málvan Vernacular School.	Maráthi
331	Ghelabhai Bukhandas Shaha.	44	Vania	Surat	Surat High School.	Gujaráti
332	Mahomed Afzal Faiz Mahomed Cazi.	40	Mahomedan	Shewan	Normal School, Karáchi.	Sindi
333	Moro Balal Dharap	46	Brahmin	Rohen, Thána	Poona Normal School.	Maráthi
334	Jivaram Kalidas Sukal	42	Brahmin	Mátar	Ahmedabad Normal Class.	Gujaráti
335	Venayek Kandeo Oke	43	Brahmin	Hedvi (Ratnágiri.)	Sátára English School.	Maráthi
336	Bhaskar Ramchandra Pandit.	51	Brahmin	Baroda	Baroda	Maráthi
337	Vithaldas Dhanjibhai Lakhawadia.	39	Patidar	Umreth	Ahmedabad Training College.	Gujaráti
338	Motiram Atmaram Tanksali	30	Vania	Surat	Surat High School.	Gujaráti

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.			Present Appointment.	Monthly Salary.			REMARKS.
8	9	10			11	12			13
		Y.	m.	d.		Rs.	a.	p.	
Sanskrit.. ..	None ..	3	2	26	Second Assistant Sanskrit Teacher, Deccan College.	55	0	0	
English and Sanskrit.	B.A., 1880..	0	7	18	Sub. *pro tem.* Fifth Assistant Master, Káthiáwár High School.	55	0	0	From Káthiáwár Educational Funds.
English	Matriculated	7	5	0	Fourth Assistant, Bhávnagar High School.	52	8	0	From Káthiáwár Educational Funds.
English	Matriculated	5	8	6	Fifth Assistant, Bhávnagar High School.	52	8	0	Do.
Persian and Urdu.	Trained ..	18	5	20	Head Master, Vernacular School, Mehar.	52	0	0	
A little of English and Maráthi.	Trained ..	22	3	0	Head Master, Vernacular School, Mahudha.	51	10	0	From Local Funds.
None	None ..	31	4	8	Head Master, Gujaráti School No. 1, Baroda.	50	0	0	From Baroda State.
None	Training College Certificate.	28	10	10	Assistant Deputy Educational Inspector, Ratnágiri Sub-division.	50	0	0	
English	None ..	23	9	22	Head Master, Vernacular School, Katárgám.	50	0	0	
A little of English and Sanskrit.	Trained according to old system	26	6	5	Head Master, Vernacular School, Nadiád.	50	0	0	From Local Funds.
English	None ..	26	2	0	Maráthi Accountant, Educational Inspector, Central Division's Office.	50	0	0	
English and Sanskrit.	Trained ..	25	3	24	Head Master, Female Training College, Ahmedabad.	50	0	0	
None	None ..	24	10	10	Assistant Deputy Inspector, Sátára.	50	0	0	
English, Urdu and Maráthi.	None ..	23	9	25	First Assistant Master, Gopipura Branch School, Surat.	50	0	0	
Persian	Trained ..	22	9	17	Second Assistant Master, Normal School, Hyderabad.	50	0	0	
English and a little of Sanskrit.	None ..	21	11	11	Second Assistant Master, Poona Training College.	50	0	0	
English	Trained according to old system	21	9	0	Head Master, Vernacular School, Umreth.	50	0	0	From Local Funds
English	None ..	20	3	15	First Assistant Master, Jaggonath Sunkarset English School, Bombay.	50	0	0	
Sanskrit and Gujaráti.	None ..	18	9	0	Sanskrit Teacher, Ahmedabad High School.	50	0	0	
A little of English.	Trained ..	18	2	2	First Assistant, Training College, Rájkot.	50	0	0	From Káthiáwár Educational Funds.
English	None ..	17	1	0	Head Accountant, Educational Inspector, N.D.	50	0	0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
339	Ganesh Daji Gadre	43	Brahmin ..	Junnar	Poona High and Normal Schools.	Maráthi ..
340	Mahomed Hashiru Alekdino .	34	Mahomedan ..	Nusarpur ..	Nusarpur Vernacular School.	Sindi ..
341	Bhaishankar Jagjivan Joshi .	37	Brahmin ..	Anklesvar ..	Broach High School.	Gujaráti ..
342	Shantvira Rachya Kitur ..	54	Lingayet ..	Sángli (Belgaum)	Private School, Hángal.	Kánarese ..
343	Divappa Narayen Koppikar .	35	Saraswat ..	Honávar ..	Honávar Government School.	Konkani ..
344	Bhaishankar Kaseram Dave ..	36	Brahmin ..	Mehmadabad ..	Ahmedabad Training College.	Gujaráti ..
345	Gul Mahomed Khan Gulam Rasulkhan.	33	Mahomedan ..	Shikárpur ..	Shikárpur Normal School.	Sindi ..
346	Narayan Pandurang Sathe ..	39	Brahmin ..	Násik	Private Study ..	Maráthi ..
347	Mahadeo Keshava Bopardikar.	38	Brahmin ..	Wái	Private School .	Maráthi ..
348	Govind Shankar Shastri Bapat.	37	Brahmin ..	Pulen	Poona Pathashala and Training College.	Maráthi ..
349	Bhaskar Dhondeo Datar ..	35	Brahmin ..	Poona	Poona College ..	Maráthi ..
350	Gokaldas Sunderlal Choksi ..	32	Vania ..	Surat	Surat High School.	Gujaráti ..
351	Vishnu Appaji Dabke ..	36	Brahmin ..	Ratnágiri ..	High School, Ratnágiri.	Maráthi ..
352	Hari Narayen Kirpekar ..	32	Brahmin ..	Karád	Poona High School and Engineering College.	Maráthi ..
353	Mahadeo Sakharam Kashikar.	34	Brahmin ..	Chiplun	Ratnágiri High School.	Maráthi ..
354	Waman Shripat Pingle ..	34	Brahmin ..	Shendurni (Khándesh).	Dhulia High School.	Maráthi ..
355	Narayan Ramchandra Konkar.	36	Brahmin ..	Modhe	Baba Gokhle's School, Poona.	Maráthi ..
356	Fattechand Girdhardas Sepahimalani.	34	Amil ..	Hyderabad, Sind.	Hyderabad Mission School.	Sindi ..
357	Anant Kashinath Oke ..	32	Brahmin ..	Poona	Poona High School.	Maráthi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English	None ..	16 6 20	Vernacular Teacher, Poona Female Normal School.	50 0 0	
Persian, Urdu and a little of English.	None ..	15 9 6	Third Clerk, Educational Inspector, Sind.	50 0 0	
English	None ..	15 5 0	Head Master, 1st Grade Anglo-Vernacular School, Navsári.	50 0 0	
Sanskrit.. ..	None ..	15 2 22	Second Assistant, Training College, Dhárwár.	50 0 0	
English and Kánarese.	Untrained..	15 1 8	Head Master, 2nd Grade Anglo-Vernacular School, Sirsi.	50 0 0	
A little of English.	Trained ..	15 1 7	Head Master, Vernacular School, Ahmedabad.	50 0 0	From Local Funds.
Pushtu, Persian, Urdu, and a little of English.	Trained ..	14 10 29	Head Master, Vernacular School, Sukkur.	50 0 0	
English and Sanskrit.	None ..	14 10 20	Vernacular and Sanskrit Teacher, Poona Training College.	50 0 0	
English and Sanskrit.	None ..	14 7 0	Sanskrit Teacher, Poona High School.	50 0 0	
English and Sanskrit.	None ..	13 9 4	Assistant Sanskrit Teacher, Elphinstone High School.	50 0 0	
English and Latin.	Matriculated 1865.	13 4 20	Tenth Assistant Master, Poona High School.	50 0 0	
English	None ..	13 4 18	Head Master, Chandanwadi School, Bombay.	50 0 0	
English and Sanskrit.	Matriculated 1867.	13 3 24	Sub. *pro tem.* Fourth Assistant Master, Sátára High School.	50 0 0	
English	Matriculated 1867.	13 3 3	Fifth Assistant Master, Dhulia High School.	50 0 0	Four years 7 months and 12 days of this service were spent in Miraj State.
English	Matriculated 1867.	13 3 0	Sub. *pro tem.* Fifth Assistant Master, Ratnágiri High School.	50 0 0	
English and a little of Sanskrit.	Matriculated 1867.	13 2 19	Fourth Assistant Master, High School, Dhulia.	50 0 0	
English	Matriculated 1868.	12 8 21	Assistant Master, Rájárám High School.	50 0 0	From Kolhápur State.
English, Persian and Hindustáni.	Matriculated 1868.	12 8 20	Head Master, Vernacular School, Kotri.	50 0 0	
English	Matriculated 1868.	12 3 18	First Assistant, Ahmednagar 1st Grade Anglo-Vernacular School.	50 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
358	Khandu Krishnaji Gurdey	33	Brahmin	Gurlhosur (Belgaum).	Belgaum & Kolhápur High Schools.	Maráthi
359	Jaganath Jivanram Bhat	31	Brahmin	Mata	Elphinstone High School.	Gujaráti
360	Girdharlal Gopal	31	Hindu	Pethápur(Sádra).	Ahmedabad High School and School of Art.	Gujaráti
361	Kavasji Edulji Desai	32	Pársi	Navsári	Navsári Madresa	Gujaráti
362	Nasarwanji M. Pavry	31	Pársi	Bombay	Elphinstone High School.	Gujaráti
363	Harirai Laxumanrai Majumdar.	32	Brahmin	Pátan	Elphinstone College.	Gujaráti
364	Tahilsing Tiloksing	33	Hindu	Hyderabad	Hyderabad High School.	Sindi
365	Jhangimal Shawardas Vaswani.	35	Amil	Hyderabad	Hyderabad High School.	Sindi
366	Ramchandra Maheshwar Jade	35	Brahmin	Baroda	Elphinstone High School.	Maráthi
367	Narayendas Tahkandas Bhagnari.	30	Hindu	Cutch	Hyderabad High School.	Sindi
368	Amrit Nilkant Pandit	31	Brahmin	Vinchur	Poona High School and Poona College of Science.	Maráthi
369	Valabram Damodhar Pandya.	29	Brahmin	Viramgám	Karáchi High School.	Gujaráti
370	Valabhdas Nandlal Parekh	33	Vania	Kapadvanj	Ahmedabad High School.	Maráthi
371	Uhmedali Karim Mahomed Munshi.	31	Musalmán	Bhuj	Elphinstone College.	Kutchi
372	Shankar Ramchandra Hatvalne.	31	Brahmin	Poona	Deccan College	Maráthi
373	Ambashankar Prabhashankar Tarvadi.	27	Brahmin	Dholka	Ahmedabad High School.	Gujaráti
374	Surajabhan Bhavanprasad Alur.	29	Párdesi	Alur	Dhárwár High School.	Hindustani
375	Parmanand Vallabhram Gokale.	27	Brahmin	Mota	Elphinstone High School.	Gujaráti
376	Bulakhi Gangadas Desai	28	Kshatria	Ahmedabad	St. Xavier's College.	Gujaráti
377	Ganesh Shridhar Kolatkar	27	Brahmin	Sángli	Ratnágiri	Maráthi
378	L. M. Gomes	34	Christian	Goa	Sir Jamsetji Jijibhoy School of Art.	Portuguese
379	Premachand Karamchand Shaha.	29	Vania	Kaira	Ahmedabad Training College.	Gujaráti
380	Gangadhar Pandurang Gadre	29	Brahmin	Wái	Deccan College.	Maráthi
381	Lalitashankar Lalshankar Vyas.	28	Brahmin	Surat	Elphinstone College.	Gujaráti

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	Remarks.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Sanskrit and Kánarese.	Matriculated 1868.	12 3 17	First Assistant, English School, Kaládgi.	50 0 0	
English	None ..	12 2 25	Sub. *pro-tem.* Head Master, Anglo-Vernacular School, Mahuva.	50 0 0	From Káthiáwár Educational Funds.
English and Maráthi.	None ..	11 6 0	Curator, Sir J. J. School of Art.	50 0 0	
A little of English.	None ..	11 4 26	Gymnastic Teacher, Rajkumar College.	50 0 0	From Rájkumar College Fund.
English	Matriculated 1869.	11 3 9	14th Assistant (Gujaráti Side) Elphinstone High School.	50 0 0	
English	Matriculated 1869.	11 0 27	Sub *pro-tem.* Second Assistant, Branch School, Surat.	50 0 0	
English, Persian & Hindustani.	None ..	10 10 19	Fourth Clerk, Educational Inspector, Sind.	50 0 0	
English, Persian & Hindustani.	Matriculated 1868.	10 0 4	Sixth Assistant Master, Hyderabad High School.	50 0 0	
English	None ..	9 6 4	Acting Head Master, Baroda Vernacular School.	50 0 0	From Baroda State.
English and Persian.	Matriculated 1871.	9 2 27	Head Master, Anglo-Vernacular School, Jacobabad.	50 0 0	
English	None ..	9 0 11	Drawing Master, Dhulia High School.	50 0 0	
English and Sindi.	Matriculated 1873.	8 10 29	Acting Fifth Assistant Master Narayen Juggonath High School, Karáchi.	50 0 0	
English	Matriculated 1869.	8 10 11	Head Master, Sojitra Gujaráti School.	50 0 0	From Baroda State.
English, Gujaráti and Persian.	Matriculated 1871.	8 5 4	Third Assistant Master, Shikárpur High School.	50 0 0	
English, Sanskrit and a little of Latin.	F. E. A., 1869.	8 3 0	Third Assistant Master, High School, Ahmednagar.	50 0 0	
English	None ..	7 0 0	Head Clerk, Director of Vernacular Instruction, Baroda State.	50 0 0	From Baroda State
English, Kánarese and Maráthi.	Matriculated 1873.	6 7 0	Sub. *pro-tem.* First Assistant Training College, Dhárwár.	50 0 0	
English	None ..	6 4 14	Sub. *pro-tem.* Fifth Assistant Master, Rájkumar College.	50 0 0	From Rájkumar College Fund.
English and Sanskrit.	Matriculated 1870.	6 1 17	Sanskrit Teacher, Training College, Ahmedabad.	50 0 0	On leave.
English, Sanksrit and a little of Kánarese.	Matriculated 1872.	5 9 5	Head Master, Anglo-Vernacular School, Mudhol.	50 0 0	From Mudhol State.
English ..	None ..	5 8 20	Drawing Master, Elphinstone High School.	50 0 0	
English ..	Trained ..	5 6 6	Sub. *pro-tem.* First Assistant Training College, Rájkot.	50 0 0	
English and Sanskrit.	F. E. A., 1872	5 8 4	Assistant Master, Sirdárs' Class, Kolhápur.	50 0 0	From Kolhápur State.
English and Sanskrit.	Matriculated 1872.	5 4 6	First Assistant Master, Sir Jamsetji School, Surat.	50 0 0	From the Pársi Panchayet Fund.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
382	Ramchandra Venkatesh Gadre.	31	Brahmin	Wái	Deccan College	Maráthi
383	Sabaji Venkatesh Yatagiri	24	Brahmin	Ránibennur	Deccan College	Kánarese
384	Laxmishankar Devshankar Bhat.	27	Brahmin	Dabhan	Elphinstone College.	Gujaráti
385	Sakharam Yamaji Pavar	28	Marátha	Sángli	Kolhápur High School.	Maráthi
386	Ramchandra Jewaji Joshi	25	Brahmin	Navalgund	Deccan College	Kánarese
387	Mahodeo Bhaskar Chobal	24	Parbhu	Poona	Deccan College	Maráthi
388	S. C. Anikhindekar	25	Brahmin	Bijápur	Deccan College	Kánarese
389	Krishnarao Bhal	23	Khastrya	Bombay	Elphinstone High School.	Maráthi
390	Ratanji Bhikaji Jijina	25	Pársi	Bombay	Bombay	Gujaráti
391	Makundram Nitiyaram Meheta.	23	Brahmin	Surat	Elphinstone College.	Gujaráti
392	Kashinath Gangadhar Natu	25	Brahmin	Sátára	Elphinstone College.	Maráthi
393	R. S. Taki	24	Goud Brahmin	Bombay	Elphinstone College.	Maráthi
394	Ramchandra Ramji Joglekar.	24	Brahmin	Adur	Elphinstone College.	Maráthi
395	Ramchandra Parasharam Godbole.	24	Brahmin	Poona	Deccan College	Maráthi
396	Fardunji Palonji Desai	25	Pársi	Bombay	Elphinstone College.	Gujaráti
397	Pranlal Dwarkadas Javeri	24	Vania	Broach	Elphinstone College.	Gujaráti
398	Balkrishna Parashram Karandikar.	23	Brahmin	Goa	Elphinstone College.	Maráthi
399	Edalji Byramji Hodiwala	22	Pársi	Surat	Elphinstone College.	Gujaráti

CLASS V.—from Rs. 30

400	Sadashiv Ramnath Sukal	41	Brahmin	Molor	Ahmedabad Training College.	Gujaráti
401	Chinto Ravalnath Deshpande	39	Goud Brahmin	Tambulwadi	Belgaum High School.	Maráthi
402	Parvatishankar Durgashankar Meheta.	56	Vania	Surat	Surat High School.	Gujaráti
403	Abdula Main Saheb Syed	43	Mahomedan	Ahmedabad	Private Tuition.	Urdu

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Sanskrit.	F.E.A., 1871.	5 3 14	Third Assistant Master, High School, Násik.	50 0 0	
English and Persian.	Matriculated 1874.	4 9 0	First Assistant Master, Training College, Dhárwár.	50 0 0	On leave.
English and Sanskrit.	Matriculated 1873.	4 8 20	Head Master, Anglo-Vernacular School, Pálanpur.	50 0 0	From Káthiáwár State.
English and Sanskrit.	Matriculated 1875.	4 7 5	Head Master, 2nd Grade Anglo-Vernacular School, Shahapur.	50 0 0	From Sángli State.
English, Maráthi and Sanskrit.	Matriculated 1873.	4 3 13	Fourth Assistant Master, Kárwár High School.	50 0 0	
English and Latin.	B.A., 1879 ..	2 4 7	Assistant Persian Teacher, Elphinstone High School.	50 0 0	
English, Sanskrit and Maráthi.	F.E.A., 1873.	1 11 3	First Assistant Master, 1st Grade Anglo-Vernacular School, Hubli.	50 0 0	
English ..	None ..	1 2 0	Drawing Master, Elphinstone College.	50 0 0	
A little of Maráthi and English.	None ..	1 0 15	Gymnast, Rajaram College ..	50 0 0	From Kolhápur State.
English and Sanskrit.	B.A., 1880 ..	0 7 6	Substantive *pro-tem.* Sanskrit Teacher, Training College, Ahmedabad.	50 0 0	
English and Sanskrit.	B.A., 1879 ..	0 6 6	Fifth Assistant, Rajaram High School, Kolhápur.	50 0 0	From Kolhápur State.
English, Latin and Gujaráti.	F.E.A., ..	0 6 29	Sub. *pro-tem.* Third Assistant, Kárwár High School.	50 0 0	
English and Sanskrit.	B.A., 1880 ..	0 4 5	Sub. *pro-tem.* Third Assistant Master, Byramji Jijibhoy High School, Thána.	50 0 0	
English and Sanskrit.	B.A., 1881 ..	0 4 0	Tenth Assistant Master (Maráthi Side), Elphinstone High School.	50 0 0	
English and Persian.	B.A., 1876 ..	0 4 0	Third Persian Teacher, Elphinstone High School.	50 0 0	
English and Sanskrit.	F.E.A., 1879.	0 3 2	Sub. *pro-tem.* Third Assistant Master, Navánagar High School.	50 0 0	From Káthiáwár Educational Fund.
English and Sanskrit.	B.A., 1879 ..	0 2 21	Sub. *pro-tem.* Third Assistant Maráthi Side, Belgaum High School.	50 0 0	
English and Persian.	B.A., 1881 ..	0 0 24	Sub. *pro-tem.* Tenth Assistant, Master, Surat High School.	50 0 0	

and below Rs. 50.

A little of English and Sanskrit.	Trained ..	22 8 20	Head Master, Vernacular School, Mátar.	47 0 0	From Local Funds.
Kánarese and a little of English.	None ..	16 10 0	Accountant, Educational Inspector, Southern Division.	47 0 0	
A little of English.	None ..	30 4 0	Head Master, Vernacular School, Hánsot.	46 0 0	From Local Funds.
English, Gujaráti, Persian and Arabic.	None ..	27 0 26	Teacher of Urdu, Ahmedabad Training College.	45 0 0	

No.	Names.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
404	Hargovan Narsiram Vyas	47	Brahmin	Visnagar	Surat Normal School.	Gujaráti
405	Hiralal Hargovind Modi	45	Vania	Nadiád	Surat Training School.	Gujaráti
406	Gulabdas Gopaldas Meheta	46	Vania	Surat	Surat High School.	Gujaráti
407	Venkatesh Raghvendra Hubli	45	Brahmin	Belgaum	Hubli School	Kánarese
408	Pranlal Utamram Travedi	48	Brahmin	Thásra	Ahmedabad Training College.	Gujaráti
409	Chhaganlal Manekji Sukal	43	Brahmin	Nadiád	Ahmedabad Training College.	Gujaráti
410	MahakudinRahimdinAkhund	44	Mahomedan	Khanate	Karáchi Normal School.	Sindi
411	Krishnaram Govindram Pandya.	44	Brahmin	Nadiád	Ahmedabad Training College.	Gujaráti
412	Sorabji Pestonji Battha	42	Parsi	Bombay	Elphinstone College.	Gujaráti
413	Lakshumishankar Ichashankar Oza.	36	Brahmin	Bhávnagar	Rájkot Normal Class.	Gujaráti
414	Keshow Hari Abhyankar	37	Brahmin	Ironi	Belgaum Training College.	Maráthi
415	Maganlal Haribhai Dalal	37	Vania	Kapadia	Ahmedabad Training College.	Gujaráti
416	Haji Mahomed Ramzan Rahimdino Kazi.	37	Mahomedan	Para Sukkur	Sukkur School	Sindi
417	Mahadeo Sitaram Kirtane	36	Brahmin	Rajori	Poona Training College.	Maráthi
418	Pandernath Narayan Sudame	39	Brahmin	Paroli	Poona Training College.	Maráthi
419	Girdarial Govardandass Pandya.	32	Brahmin	Mádha	Ahmedabad Training School.	Gujaráti
420	Ganesh Appaji Apte	40	Brahmin	Golap	Poona Vernacular School.	Maráthi
421	Balkrishna Narayan Gokhle	36	Brahmin	Poona	Poona High School.	Maráthi
422	Bhiku Shastri Godbole	59	Brahmin	Wái	Poona School	Maráthi
423	Hardevram Shevakram Nilkant.	40	Brahmin	Surat	Surat High School.	Gujaráti
424	Atmaram Moreshvar Thakur.	37	Brahmin	Manschen (Ratnágiri).	Ratnágiri High School.	Maráthi
425	Shridhar Mahadeo Kale	34	Brahmin	Golap (Ratnágiri).	Ratnágiri High School.	Maráthi
426	Motilal Jechan Mahadenia	29	Vania	Ahmedaba[illegible]	Ahmedabad High School.	Gujaráti

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	Remarks.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
A little of English and Maráthi.	Trained ..	26 9 0	Head Master, Vernacular School, Parántij.	45 0 0	Paid from Local Funds.
A little of English.	Trained according to old system.	26 5 0	Head Master, Vernacular School, Kaira.	45 0 0	Do.
English ..	Trained ..	25 4 19	Head Master, Vernacular School, Olpád.	45 0 0	Do.
Maráthi and a little of English.	None ..	25 8 0	Head Master, Anglo-Vernacular School, Athni.	45 0 0	Do.
None ..	Trained ..	24 10 3	Head Master, Vernacular School, Borsád.	45 0 0	Do.
English ..	Trained ..	23 4 0	Head Master, Vernacular School, Dhandhuka.	45 0 0	Do.
Persian and Urdu.	Trained ..	21 11 0	Head Master, Vernacular School, Matli.	45 0 0	Do.
None ..	None ..	21 8 0	Head Master, Vernacular School, Párdi.	45 0 0	Do.
English and Persian.	None ..	21 1 10	Third Assistant Master, Fort Branch School, Bombay.	45 0 0	
None ..	None ..	19 7 7	Head Master, Vernacular School, Talaja.	45 0 0	From Káthiáwár Educational Funds.
Kánarese ..	20 Rs. Certificate.	17 9 0	Head Master, Vernacular School, Kumpta.	45 0 0	From Local Funds.
None ..	Trained ..	17 7 5	Head Master, Vernacular School, Godhra.	45 0 0	
Arabic, Persian and Hindustani.	Trained ..	17 6 16	First Assistant Master, Anglo-Vernacular School, Lárkhána.	45 0 0	
English ..	Trained ..	17 1 0	Head Master, Vernacular School, Bassein.	45 0 0	Do.
English ..	Trained ..	17 1 0	Head Master, Vernacular School, Bhiwndi.	45 0 0	Do.
English and Sanskrit.	Trained ..	16 0 0	Head Master, Vernacular School, Kathalal.	45 0 0	Do.
English ..	Trained ..	15 5 20	Deputy Educational Inspector, Pratinidhi State.	45 0 0	From Pratinidhi State.
English ..	None ..	15 2 1	Head Accountant, Educational Inspector, North-East Division.	45 0 0	
Sanskrit ..	None ..	15 2 0	Guru Nyana School, Sángli ..	45 0 0	From Sángli State.
English ..	None ..	14 11 14	Head Master, Vernacular School, Dákor.	45 0 0	From Local Funds.
English ..	Matriculated 1863.	12 9 19	Sub. *pro-tem.* Fifth Assistant Master, Sátára High School.	45 0 0	
English ..	Matriculated 1868.	12 8 24	Eleventh Assistant Master, Poona High School.	45 0 0	Transferred to the Judicial Department.
English and Sanskrit.	Matriculated 1868.	11 8 25	Head Master, 2nd Grade Anglo-Vernacular School, Dholka.	45 0 0	

No.	Names.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
427	Sorabji Mancharji Pavdi	32	Parsi	Navsári	Navsári School	Gujaráti
428	Balvantrao Mahadeoram Meheta.	31	Brahmin	Surat	Surat High School and Elphinstone College.	Gujaráti
429	Mai Thain Bai	35	Hindu	Hyderabad	Hyderabad Private Tuition.	Sindi
430	Amulakrai Harderam Desai	31	Brahmin	Broach	Elphinstone College.	Gujaráti
431	Balchand Khubchand Advani.	28	Hindu Amil	Hyderabad	Hyderabad High School.	Sindi
432	Mansuklal Devchand Vohora.	28	Vania	Ahmedabad	Elphinstone College.	Gujaráti
433	Kirpaldas Khemchand Gajra.	33	Hindu	Shikárpur	Elphinstone College.	Sindi
434	Ambalal Damodar Joshi	27	Brahmin	Kapadvanj	Elphinstone High School.	Gujaráti
435	Ramchandra Balal Hardikar.	39	Brahmin	Ratnágiri	Private Tuition.	Maráthi
436	Lalshankar Abeyshankar Pandya.	26	Nagar Brahmin.	Surat	Surat High School.	Gujaráti
437	Maniklal Nagardas Shaha	25	Vania	Dholka	Ahmedabad Training College.	Gujaráti
438	Barjoji Sorabji Chinai	27	Parsi	Bombay	Elphinstone High School.	Gujaráti
439	Harilal Kahandas Desai	34	Vania	Ahmedabad	Ahmedabad High School.	Gujaráti
440	Bhagvanlal Ranchodlal Badasha.	26	Brahmin	Ahmedabad	Elphinstone College.	Gujaráti
441	Balaji Hari Kulkarni	27	Brahmin	Valavada	Elphinstone College.	Maráthi
442	Krishna Shastri Yadneshwar Shastri.	24	Brahmin	Surat	Surat	Maráthi
443	Govind Narayen Kelkar	23	Brahmin	Shirávle	Deccan College.	Maráthi
444	Khusalbhai Ranchhorji Desai.	21	Brahmin	Katárgám	Elphinstone College.	Gujaráti
445	Jairam Ratanji Lad	38	Kumbar	Katargam	Surat English School.	Gujaráti
446	Sankalchan Vithaldas Shaha.	46	Vania	Ahmedabad	Ahmedabad High School.	Gujaráti
447	Ramkrishna Sakharam Vaidya.	46	Brahmin	Khándesh	Dhulia Maráthi School.	Maráthi
448	Chotalal Hargovind Modi	38	Vania	Nadiád	Training School, Ahmedabad.	Gujaráti

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English	None ..	11 7 18	Teacher of Gymnastics, Ahmedabad High School and Training College.	45 0 0	
English and a little of Sanskrit.	Matriculated 1868.	11 0 14	Translator Exhibitioner, Educational Department.	45 0 0	
Sanskrit and Gujaráti.	None ..	10 11 21	Head Mistress, Wedderburn Girls' School, Karáchi.	45 0 0	
English and Sanskrit.	Matriculated 1868.	10 0 0	Fourth Assistant Master, Broach High School.	45 0 0	
English and Persian.	Matriculated 1872.	8 8 0	Fourth Assistant Master, Shikárpur High School.	45 0 0	
English and Sanskrit.	F.E.A., 1880.	7 10 17	First Assistant, Branch School No. 1, Ahmedabad.	45 0 0	
English and a little of Persian.	Matriculated 1868.	7 5 5	First Assistant Anglo-Vernacular School, Sukkur.	45 0 0	
English, Maráthi and Sanskrit.	Matriculated 1872.	6 11 10	First Assistant Master, 1st Grade Anglo-Vernacular School, Bulsár.	45 0 0	
Gujaráti ..	None ..	6 6 0	Third Clerk, Curator Government Central Book Depôt, Bombay.	45 0 0	
English and Sanskrit.	Matriculated 1874.	6 4 19	Fourth Assistant Master, Junágad High School.	45 0 0	From Káthiáwár Educational Funds.
A little of English.	Trained ..	5 8 2	Head Master, Vernacular School, Rájkot.	45 0 0	Do.
English	Matriculated 1874.	4 7 23	First Assistant Master, Chandanwadi 1st Grade Anglo-Vernacular School.	45 0 0	
English	Matriculated 1867.	3 9 25	First Assistant, Branch School No. II, Ahmedabad.	45 0 0	
English and Sanskrit.	Matriculated 1874.	3 4 12	Sub. *pro-tem.* Fourth Assistant Master, Nadiád High School.	45 0 0	
English and Sanskrit.	F.E.A., 1877.	2 10 15	Second Assistant, English School, Miraj.	45 0 0	From Miraj State.
Sanskrit, English and Hindustani.	None ..	1 10 18	Teacher in the Baroda Vyakarna Shalla.	45 0 0	From Baroda State.
English and Sanskrit.	B.A., 1878..	0 11 17	Sub. *pro-tem.* Eleventh Assistant Master, Poona High School.	45 0 0	
English and Sanskrit.	F.E.A. ..	0 8 27	Sub. *pro-tem.* Fifth Assistant Master, Broach High School.	45 0 0	
English	None ..	10 0 18	Head Master, 2nd Grade Anglo-Vernacular School, Nándod.	43 12 0	From Nándod State.
English	Trained ..	25 6 23	Head Master, Vernacular School, Viramgám.	43 0 0	From Local Funds.
A little of English.	None ..	22 1 20	Head Master, Superior Vernacular School No. 1, Amalner.	43 0 0	Do.
A little of English.	Trained	18 10 11	Head Master, Vernacular School, Thasra.	43 0 0	Do.

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
449	Mahadeva Anánt Sohoni	39	Brahmin	Násik	Poona Training College.	Maráthi
450	Surajram Ramnath Vyas	39	Brahmin	Mátar	Ahmedabad Training College.	Gujaráti
451	Dinkar Moreshwar Bodas	38	Brahmin	Gulsonda	Poona Maráthi School.	Maráthi
452	Bheramal Motiram Mansukhani.	32	Hindu	Hyderabad	Hyderabad High School.	Sindi
453	Rastam Bomanshaw Vakil	20	Parsi	Bombay	Elphinstone College.	Gujaráti
454	Pitambar Mancharam Sukal	39	Brahmin	Parántij	Ahmedabad Training College.	Gujaráti
455	Tirathdas Kismatrai	32	Hindu	Hyderabad	Hyderabad High School.	Sindi
456	Chaturalal Bhogilal Panya	30	Brahmin	Maháda	Ahmedabad Training College.	Gujaráti
457	Vithaldaś Mansukram Desai	37	Vania	Kapadvanj	Ahmedabad Training College.	Gujaráti
458	Kondo Keshow Sahasrabudhe.	39	Brahmin	Poona	Poona Training College.	Maráthi
459	Pranjivandas Atmaram Dalal.	41	Vania	Bulsár	Surat Normal Class.	Gujaráti
460	Prabhakar Subhanji Bijapurkar.	49	Marátha	Ránibennur	Ránibennur School.	Kanarese
461	Balkrishna Hari Hegde	46	Goud Brahmin.	Vengurla	Vengurla School.	Maráthi
462	Kuvarji Manikji Wadia	47	Parsi	Surat	Surat High School.	Gujaráti
463	Shridhar Bapuji Patankar	59	Brahmin	Wái	Poona Patshala.	Maráthi
464	Ramchandra Krishnaram Joshi.	46	Brahmin	A'mod	Surat Training School.	Gujaráti
465	Parasotam Mungatram Raval	48	Brahmin	Ahmedabad	Ahmedabad High School.	Gujaráti
466	Jethalal Purshotam Vyas	47	Brahmin	Nándod	Ahmedabad High School.	Gujaráti
467	Nandlal Shivalal Oza	42	Brahmin	Junágad	Rájkot Normal Class.	Gujaráti
468	Ganesh Ramchandra Bhide	46	Brahmin	Poona	Training College, Poona.	Maráthi
469	Sivashankar Lakshmiram Dave.	41	Brahmin	Dhrángadra	Rájkot Normal Class.	Gujaráti

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and a little of Sanskrit.	Trained ..	17 8 20	Head Master, Vernacular School, Násik, No. 1.	43 0 0	From Local Funds.
English	Trained ..	17 8 11	Head Master, Vernacular School, Dholka.	43 0 0	
English	Dhulia Training College 12 Rupees Certificate.	16 0 0	Head Master, 2nd Grade Anglo-Vernacular School, Chopda.	43 0 0	Do.
English and Persian.	None ..	9 6 28	Head Master, Anglo-Vernacular School, Tando Adam.	43 0 0	
English and Latin.	B.A., 1881..	0 1 10	Acting Sixth Assistant (Gujaráti Side), Elphinstone High School.	42 8 0	
None	Trained ..	18 9 0	Head Master, Vernacular School, Morajsa.	42 0 0	Do.
English, Persian and Hindustani.	None ..	14 8 0	Head Master, Anglo-Vernacular School, Sehwan.	42 0 0	
None	Trained ..	9 10 4	Head Master, Anglo-Vernacular School, Rander.	42 0 0	
A little of English.	Trained ..	19 3 16	Head Master, Vernacular School, Kapadvanj.	41 8 0	Do.
English	Training College Certificate.	16 11 29	Head Master, 2nd Grade Anglo-Vernacular School No. 1, Karad.	41 4 0	
None	Trained according to old system, 1863.	19 10 17	Head Master, 2nd Grade Anglo-Vernacular School, Sukaltirth.	40 0 0	Do.
Maráthi	None ..	30 4 0	Head Master, Anglo-Vernacular School, Haveri.	40 0 0	
English	None ..	29 7 0	Head Master, Vernacular School, Pen.	40 0 0	Do.
English	None ..	28 1 0	Second Assistant Master, Sir J. J. English School, Surat.	40 0 0	From J. J. School Fund.
English and Sanskrit.	None ..	25 2 17	Head Master, Camp Vernacular School, Poona.	40 0 0	
A little of Maráthi and Sanskrit.	Trained ..	24 9 10	Head Master, Vernacular School, Chikhli.	40 0 0	From Local Fund.
English and Maráthi.	Trained ..	24 7 14	Head Master, Vernacular School, Barija.	40 0 0	Do.
English, Marathi and Sanskrit.	Trained ..	23 5 24	Head Master, Vernacular School, Sádra.	40 0 0	From Sádra Funds.
None	None ..	22 5 1	Head Master, Vernacular School, Morvi.	40 0 0	
English and Hindustani.	None ..	22 8 12	Head Master, Anglo-Vernacular School, Roha.	40 0 0	From Local Funds.
None	None ..	21 10 25	Head Master, Vernacular School, Dhrángadra.	40 0 0	From Káthiáwár Educational Funds.

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
470	Kevaldas Panachand Parekh.	43	Vania	Mehmadabad ..	Ahmedabad Training College.	Gujaráti ..
471	Chaganlal Mahashankar Phathak.	46	Brahmin ..	Ahmedabad ..	Ahmedabad Training College.	Gujaráti ..
472	Govind Vishnu Barve ..	42	Brahmin ..	Borwadi.. ..	Poona Training College.	Maráthi ..
473	Hari Bhasker Damle.. ..	41	Brahmin ..	Ratnágiri ..	Poona Training College.	Maráthi ..
474	Vandravandas Mathuradas Kothare.	43	Brahmin ..	Mehmedabad ..	Ahmedabad Training College.	Gujaráti ..
475	Narotam Icharam Kandwalla.	42	Vania	Surat	Elphinstone High School.	Gujaráti ..
476	Trimbak Keshawa Parchure.	39	Brahmin ..	Poona	Poona Training College.	Maráthi ..
477	Ganesh Ramchandra Dongre.	42	Brahmin ..	Pusale (Ratnágiri.)	Poona Training College.	Maráthi ..
478	Keshow Gangadhar Chitale..	38	Brahmin ..	Chiplun	Poona Training College.	Maráthi ..
479	Paragji Nargarji Desai ..	38	Brahmin ..	Surat	Surat High School.	Gujaráti ..
480	Gopalrao Abaji Raje.. ..	40	Parbhu ..	Thána	Poona College..	Maráthi ..
481	Keshow Sadashiva Risbud ..	39	Brahmin ..	Sangamner ..	Dhulia Training School.	Maráthi ..
482	Govind Gopal Yevalekar ..	38	Brahmin ..	Yeola	Poona High School.	Maráthi ..
483	Hormasji Edalji Kanga ..	37	Parsi	Navsári	Elphinstone High School.	Gujaráti ..
484	Narayan Manohar Ronghe ..	35	Brahmin ..	Ahmedabad ..	Poona Training College.	Maráthi ..
485	Narsu Kalappa Moralwar ..	35	Kumti ..	Sholápur ..	Sholápur English School.	Telegu ..
486	Ramchandra Sakharam Ketkar.	37	Brahmin ..	Ratnágiri ..	J. J. English School.	Maráthi ..
487	Sakharam Krishna Sathe ..	38	Brahmin ..	Amalner ..	Poona High School.	Maráthi ..
488	P. F. D'Souza	37	Christian ..	Honávar ..	Honávar School.	Konkani ..
489	Dhondo Venkaji Jakatdar ..	37	Marátha ..	Dhulia	Dhulia High School.	Maráthi ..
490	Hinatrai Avatrai Mirchandani.	38	Hindu.. ..	Hyderabad ..	Hyderabad Normal School.	Sindi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
A little of English.	Trained ..	21 8 23	Head Master, Vernacular School, Mehmadabad.	40 0 0	From Local Funds.
None	Trained ..	21 5 0	Head Master, Vernacular School No. 6, Ahmedabad.	40 0 0	Do.
English and Sanskrit.	Trained ..	21 1 11	Head Master, Vernacular School, Panvel.	40 0 0	
English	Training College Certificate.	20 9 14	Sixth Assistant Master, Dhulia High School.	40 0 0	
A little of English	Trained ..	20 8 0	Head Master, Vernacular School, Sánand.	40 0 0	Do.
English	None ..	20 7 0	Head Master, Budhivardhak 2nd Grade Anglo-Vernacular School, Bombay.	40 0 0	
English	Trained ..	20 6 21	Head Master, 2nd Grade Anglo-Vernacular School, Alibág.	40 0 0	
English	Trained ..	19 0 0	Head Master, Vernacular School, Mahád.	40 0 0	
English	None ..	17 11 0	Head Master, Superior Vernacular School, Bhadgaon.	40 0 0	Do.
English	None ..	17 7 21	Second Clerk, Educational Inspector, N.D.	40 0 0	
English	None ..	17 5 0	Second Assistant Master, Jaganath Sankerset Anglo-Vernacular School, Bombay.	40 0 0	
A little of English.	Trained ..	17 4 22	Head Master, Vernacular School, Jalgaon.	40 0 0	Do.
English	Matriculated 1866.	17 1 0	Fourth Assistant Master, Násik High School.	40 0 0	
English	None ..	16 9 21	Fourth Assistant Master, Fort Branch School, Bombay.	40 0 0	
English	Trained ..	16 8 8	Head Master, Vernacular School No. 1, Poona.	40 0 0	
English, Maráthi and Urdu.	Matriculated 1874.	16 3 20	Third Assistant Master, High School, Sholápur.	40 0 0	
English	None ..	16 2 18	Fourth Clerk, Curator Book Depôt, Bombay.	40 0 0	
English	Dhulia Training School 12 Rs. Certificate.	16 0 6	Head Master, Superior Vernacular School, Sávda.	40 0 0	Do.
English, Kanarese and Maráthi.	None ..	15 9 5	First Assistant Master, 1st Grade School, Kumpta.	40 0 0	On duty in the Gazetteer Office Bombay.
English	None .	15 8 0	Second Assistant Master, 1st Grade Anglo-Vernacular School, Ahmednagar.	40 0 0	
Persian	Trained ..	15 6 10	Head Master, Vernacular School, Hyderabad No. 1.	40 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
491	Murajmal Mulchand Ramchandani.	38	Hindu ..	Hyderabad ..	Hyderabad Normal School.	Sindi ..
492	Manekchand Amerchand Parekh.	39	Vania	Kasára	Rájkot Normal Class.	Gujaráti ..
493	Ganesh Rawji Digrajkar ..	41	Brahmin ...	Digraj (Sángli).	Dhárwár English School.	Maráthi ..
494	Bhagvandas Mulchand ..	33	Hindu ..	Hyderabad ..	Hyderabad High School.	Sindi ..
495	Narsinha Vaijanath Ghate ..	43	Brahmin ..	Sávantvádi ..	Poona .. .	Maráthi ..
496	Gopal Shankar Tikhe ..	35	Brahmin ..	Poona	Poona High School.	Maráthi ..
497	Vishwanath Sadashive Devdhar.	33	Brahmin ..	Poona	Deccan College .	Maráthi ..
498	Bakosrai Manikram Advani ..	35	Hindu ..	Hyderabad ..	Hyderabad High School.	Sindi ..
499	Gopal Ramchandra Vaze ..	34	Brahmin ..	Guhágar ..	Ratnágiri High School.	Maráthi ..
500	Sadashiv Babji Vaidya ..	34	Brahmin ..	Benáres	Poona Training College.	Maráthi ..
501	Ramchandra Balkrishna Sohoni.	35	Brahmin ..	Poona	Poona and Elphinstone High Schools.	Maráthi ..
502	Jagannath Balkrishna Limaye.	34	Brahmin ..	Pen (Kolába) ..	Elphinstone High School.	Maráthi ..
503	Dhaso Shridhar Joshi ..	33	Brahmin ..	Gokák	Belgaum High School.	Kánarese ..
504	Vithal Raghunath Patkar ..	31	Brahmin ..	Ratnágiri ..	Ratnágiri High School.	Maráthi ..
505	Narsíram Dulabhram Joshi ..	39	Brahmin ..	Mehmadabad ..	Poona Civil Engineering College.	Gujaráti ..
506	Gundo Shriniwas Kapshikar.	35	Brahmin .	Kapshi	Kolhápur Training School.	Maráthi ..
07	Vishnu Ganesham Sabnis ..	33	Goud Brahmin	Sávantvádi ..	Free Church Institution, Bombay.	Maráthi ..
508	Maganlal Ranchodas Valia ..	34	Vanía ..	Mátar	Ahmedabad Training College.	Gujaráti ..
509	Manekji H. Kanga	32	Parsi	Bombay	Elphinstone College.	Gujaráti ..

Other Languages known.	University Standing or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
Persian and English.	Trained ..	15 6 0	Head Master, Vernacular School, Dandealshgar.	40 0 0	
A little of English.	None ..	15 4 0	Clerk, Deputy Educational Inspector, Káthiáwár.	40 0 0	From Káthiáwár Educational Funds.
Kánarese and English.	None ..	14 9 9	Practising School Master, Training College, Dhárwár.	40 0 0	
English, Persian and Hindustani.	None ..	13 11 20	Fifth Clerk, Educational Inspector, Sind.	40 0 0	
Sanskrit.. ..	None ..	13 8 0	Sanskrit Teacher, Ratnágiri High School.	40 0 0	Of this, 5 years 3 months and 16 days were spent in the Sávantvádi State.
English	None ..	13 7 6	First Clerk, Educational Inspector Central Division's Office.	40 0 0	
English and Sanskrit.	Matriculated 1887.	13 4 24	Fourth Assistant Master, Byramjee Jijibhoy High School, Thana.	40 0 0	
English and Persian.	None ..	13 4 15	Sixth Clerk, Educational Inspector, Sind.	40 0 0	
English	Matriculated 1869.	13 1 24	Second Assistant Master, 1st Grade Anglo-Vernacular School, Kalyán.	40 0 0	
English	First Class Training College Certificate	12 11 19	Head Master, Vernacular School No. 2, Ratnágiri.	40 0 0	From Local Funds.
English	Matriculated 1879.	12 6 25	First Assistant Master, 1st Grade Anglo-Vernacular School, Pandharpur.	40 0 0	
English	Matriculated 1868.	12 2 29	First Assistant, Phanaswadi 1st Grade Anglo-Vernacular School, Bombay.	40 0 0	
English and Maráthi.	None ..	12 2 9	Head Master, Anglo-Vernacular School, Kittur.	40 0 0	
English and Sanskrit.	Matriculated 1869.	11 7 17	Second Assistant Master, Sávantvádi English School.	40 0 0	From Sávantvádi State.
English	None ..	11 6 19	Teacher of Drawing, Ahmedabad Training College.	40 0 0	
A little of Sanskrit.	Trained ..	10 10 9	Head Master, Maráthi School No. 1, Miraj.	40 0 0	From Miraj State.
English	None ..	10 10 0	Fifth Clerk, Curator Government Central Book Depôt, Bombay.	40 0 0	
English and a little of Sanskrit.	Trained according to oldsystem, 1866.	10 6 29	Head Master, Vernacular School, Dohad.	40 0 0	From Local Funds.
English and Persian.	Matriculated 1869.	10 2 7	Third Assistant, Gokaldas Tejpal School, Bombay.	40 0 0	

No.	Names.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
510	Ganesh Hari Rukadikar	40	Brahmin	Kolhápur	Kolhápur School	Maráthi
511	Parbhulal Utamram Pandya.	31	Brahmin	Mahudha	Gujarát Training College.	Gujaráti
512	Maneklal Asaram Shaha	31	Vania	Tesoru	Ahmedabad Training College.	Gujaráti
513	Narhar Ganesham Sanjgiri	31	Goud Brahmin	Harmbal (Goa)	Robert Money Institution.	Maráthi
514	Shrinivas Govind Bhanap	29	Brahmin	Nagar	Deccan College.	Maráthi
515	Vishnu Sadashiv Mulekar	32	Brahmin	Kolhápur	Poona Civil Engineering College.	Maráthi
516	Kashinath Govind Karmarkar.	31	Brahmin	Mangalvedha	Deccan College.	Maráthi
517	Swamirao Mukund Wudgatti.	29	Brahmin	Wudgatti	Dhárwár High School.	Kánarese
518	Gundo Narayen Mujumdar	31	Brahmin	Inchalkaranji	Kolhápur High School.	Maráthi
519	Annaji Ramchandra Jalihal.	29	Brahmin	Jashal	Deccan College.	Kánarese
520	Motilal Sankalchand Mahadevi.	31	Vania	Ahmedabad	Ahmedabad High School.	Gujaráti
521	Manishankar Echhram Khakar.	25	Kshatri	Koliwadi	Elphinstone High School.	Gujaráti
522	Jatashankar Gokalji Bach	29	Brahmin	Dhrole	Káthiáwár High School.	Gujaráti
523	Gangadhar Bhaskar Phadke	31	Brahmin	Powas	Poona High School.	Maráthi
524	F. Fernandes	36	Christian	Poona	Poona Mission School.	Portuguese
525	Idanmal Uttamchand Lalvani.	25	Amil	Hyderabad	Hyderabad High School.	Sindi
526	Jehangir Hormasji Kanga	28	Parsi	Bombay	Elphinstone High School.	Gujaráti
527	Pango Balkrishna Atre	31	Brahmin	Poona	Deccan College.	Maráthi
528	Manghumal Mengraj Gandhi	34	Hindu Bhatia	Rolmi	Shikárpur High School.	Sindi
529	Martin Amor	26	Christian	Poona	Civil Engineering College.	Portuguese
530	Balvantram Harjivandas Meheta.	23	Vania	Bhávnagar	Bhávnagar High School.	Gujaráti
531	Mahalaximibai Chagan	26	Brahmin	Ahmedabad	Training College, Ahmedabad.	Gujaráti
532	Narbheram Gopalji Pandya	27	Brahmin	Vasavad	Ahmedabad Training College.	Gujaráti
533	Jethabhai Mangaldas Patel	26	Patidar	Vanthli	Ahmedabad Training College.	Gujaráti
534	Vinayak Balwant Chankar	26	Brahmin	Udhalin	Deccan College.	Maráthi

Other Languages known.	University Standing or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
Sanskrit and a little of English.	None ..	10 0 25	Shastri, Rajaram High School, Kolhápur.	40 0 0	From the Kolhápur State.
A little of Sanskrit.	Trained ..	9 9 5	Third Assistant, Training College, Ahmedabad.	40 0 0	
A little of English.	Trained ..	9 8 26	Head Master, Practising School, Ahmedabad.	40 0 0	From Local Funds
English	Matriculated 1867.	9 7 27	Head Master, 2nd Grade Anglo-Vernacular School, Khetwadi, Bombay.	40 0 0	
English and Sanskrit.	Matriculated 1868.	9 3 3	Assistant Sanskrit Teacher, Elphinstone High School.	40 0 0	
English	F.C.E., 1871.	8 11 18	Writing and Drawing Master, High School, Poona.	40 0 0	
English and Sanskrit.	Matriculated 1868.	8 9 1	Second Assistant Master, 1st Grade Anglo-Vernacular School, Phanaswadi.	40 0 0	
English and Maráthi.	None ..	8 5 27	Second Clerk, Educational Inspector, Southern Division.	40 0 0	
English	Matriculated 1872.	8 0 15	Assistant Master, Training School, Kolhápur.	40 0 0	From Kolhápur State.
English, Sanskrit and Maráthi.	Matriculated 1870.	7 7 12	Sub. *pro tem.* Fifth Assistant Master, Dhárwár High School.	40 0 0	
English	Matriculated 1873.	7 7 0	Sub. *pro tem.* Head Master, Anglo-Vernacular School, Wadhwán.	40 0 0	From Káthiáwár Educational Funds.
English	None ..	7 5 26	Acting Second Assistant, High School, Bhúj.	40 0 0	From Kutch State.
English	Matriculated 1873.	7 3 25	Sixth Assistant Master, Káthiáwár High School.	40 0 0	From Káthiáwár Educational Funds.
English and Sanskrit.	None ..	6 7 0	Sixth Clerk, Curator Government Central Book Depôt, Bombay.	40 0 0	
English	None ..	6 6 0	Laboratory Assistant, College of Science, Poona.	40 0 0	
English and Persian.	Matriculated 1874.	6 4 18	Fifth Assistant Master, Shikárpur High School.	40 0 0	
English and Persian.	Matriculated 1874.	6 4 0	Third Assistant Master, Goculdas Tejpal School, Bombay.	40 0 0	
English and Sanskrit.	F.E.A, 1873.	5 8 6	Twelfth Assistant Master, Poona High School.	40 0 0	
English and Persian.	Matriculated 1876.	5 6 5	Head Master, Anglo-Vernacular School, Tháru Sháh.	40 0 0	From Local Funds.
Maráthi	None ..	5 4 0	Blacksmith Maistry, College of Science, Poona.	40 0 0	
English and Sanskrit.	Matriculated 1875.	5 2 0	First Assistant, Anglo-Vernacular School, Bhávnagar.	40 0 0	From Káthiáwár Educational Funds.
English	None ..	4 10 28	Head Mistress, Baroda Gujaráti Girls' School.	40 0 0	From Baroda State.
None	2nd year 2nd Class Certificate, 1876	4 8 9	Head Master, Vernacular School, Khambháliya.	40 0 0	From Káthiáwár Educational Funds.
None	Trained ..	4 2 23	Head Master, Vernacular School, Botad.	40 0 0	Do.
English and Sanskrit.	F.E.A. ..	3 4 0	Fourth Assistant Master, Ahmednagar High School,	40 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
535	Dayanshankar Shamji Tarvadi.	21	Brahmin	Kutch	Alfred High School.	Gujaráti
536	Mayashankar Bhoghabhai Vyas.	27	Brahmin	Viramgám	Ahmedabad Training College.	Gujaráti
537	Bhaishankar Umiashankar Tarvadi.	25	Brahmin	Wadhwán	Ahmedabad Training College.	Gujaráti
538	Narayan Atmaram Rangnekar.	25	Brahmin	Sávantvádi	Elphinstone College.	Maráthi
539	Moulvi Nasralla Khan	31	Persian	Sind	Free General Assembly's Instn., Bombay.	Urdu
540	Manikji Dorabji Talati	27	Parsi	Surat	Elphinstone College.	Gujaráti
541	Rajanna Papdu Bhandari	24	Telagu	Balconda	Poona High School.	Telagu
542	Gopal Subrao Koppikar	24	Sarasvat	Bhatkol	St. Xavier's College.	Konkani
543	Tukaram Ramkrishna	23	Marátha	Sávantvádi	Robert Money Institution	Maráthi
544	C. R. DeLemos	25	Portuguese	Goa	School of Art	Portuguese.
545	Pranjivan Narayen Doctor	24	Patidar	Ahmedabad	Elphinstone College.	Gujaráti
546	Govind Balal Deval	24	Brahmin	Haripur	College of Science, Poona.	Maráthi
547	Sayek Minadin	21	Mahomedan	Bombay	Bombay School.	Hindustani.
548	S. H. DeN. Mascarenhas	26	Christian	Goa	Sir J. J. School of Art.	Portuguese.
549	Parsharam Balkrishna Taskar.	22	Parbhu	Jaitápur	Elphinstone College.	Maráthi
550	Dinkar M. Bhate	32	Brahmin	Nagargaon	School of Art, Bombay.	Maráthi
551	J. D. Esperance	21	Portuguese	Bombay	School of Art, Bombay.	Portuguese.
552	Ardeshar Nassarvanji Dubash.	28	Parsi	Bombay	Sir J. J. School of Art.	Gujaráti
553	Ramchandra Hariba	23	Kshatria	Bombay	Sir J. J. School of Art.	Maráthi
554	Narayen Vithal Bhade	23	Brahmin	Poona	School of Art, Bombay.	Maráthi
555	Gangubai Dhomal	18	Marátha	Poona	Training College, Poona.	Maráthi
556	Dattu Krishna Deodhar	22	Brahmin	Bhatkanki (Kaládgi).	Dhárwár High School and Sir J. J. School of Art.	Maráthi

Other Languages known.	University Standing or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English and Sanskrit.	Trained ..	2 9 26	Head Master, Vernacular School, Anjár.	40 0 0	From Kutch State.
None	Trained ..	2 8 21	Head Master, Vernacular School, Dhoraji.	40 0 0	From Káthiáwár Educational Funds.
None	Trained ..	2 8 15	Head Master, Vernacular School, Jodiya.	40 0 0	Do.
Sanskrit and English.	F.E.A., 1878.	2 7 0	First Assistant, Sávantvádi English School.	40 0 0	From Sávantvádi State.
English, Persian and Sindi.	None ..	1 11 5	Persian Teacher, Káthiáwár High School.	40 0 0	From Káthiáwár Educational Funds.
English and Latin.	Matriculated 1873.	1 10 24	Acting Fifth Assistant Master, N. J. High School, Karáchi.	40 0 0	
English, Urdu and Maráthi.	None ..	1 10 5	Assistant Master, Anglo-Hindustani Class, Poona Camp School	40 0 0	
English, Maráthi Sanskrit and Kánarese.	Matriculated 1875.	1 4 0	Sub. *pro tem.* First Assistant Master, Kumpta 1st Grade Anglo-Vernacular School.	40 0 0	
English	None ..	1 2 0	Drawing Master, Chandanwadi 1st Grade Anglo-Vernacular School.	40 0 0	
English and Hindustani.	None ..	1 1 25	Drawing Master, Byramji Jijibhoy High School, Thána.	40 0 0	
English and Sanskrit.	F.E.A., 1878.	0 9 1	Sub. *pro tem.* Second Assistant Training College, Rájkot.	40 0 0	From Káthiáwár Educational Funds.
English	Matriculated 1878.	0 7 13	Sub. *pro tem.* Fourth Assistant, Maráthi Side, Belgaum High School.	40 0 0	
English and Persian.	None ..	0 4 0	Persian Teacher, Byramji Jijibhoy High School, Thána.	40 0 0	
English and Maráthi.	None ..	0 0 23	Drawing Master, High School, Kárwár.	40 0 0	
English and Sanskrit.	F.E.A., 1879.	0 2 16	Sub. *pro tem.* Sixth Assistant Master, Ratnágiri High School.	40 0 0	
None	None ..	0 1 0	Drawing Master, Násik High School.	40 0 0	
English and Hindustani (colloquial.)	2nd Grade Art Certificate.	0 1 0	Drawing Master, Ahmednagar High School.	40 0 0	
A little of English.	None ..	0 1 0	Drawing Master, Broach High School.	40 0 0	
English and Gujaráti.	None ..	0 1 0	Drawing Master, Jugannath Shankershet English School, Bombay.	40 0 0	
English	None ..	0 0 28	Drawing Master, Sholápur High School.	40 0 0	
Little of English and Urdu.	None ..	0 3 23	Head Mistress, Maráthi Girls' School, Baroda.	40 0 0	From Baroda State.
English and Kánarese.	None ..	0 0 21	Drawing Master, Training College, Dhárwár.	40 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
557	Simon M. Alvares	23	Christian	Goa	J. J. School of Art.	Portugese
558	Vithal Vaman Gandhi	32	Brahmin	Dhulia	Dhulia High School.	Maráthi
559	Kamarudin F. Akhund	44	Mahomedan	Shikárpur	Shikárpur Private School.	Sindi
560	Hargovan Shewshankar Tarvadi.	37	Brahmin	Kapadvanj	Kapadvanj Vernacular School	Gujaráti
561	Gopal Waman Bedeker	38	Brahmin	Poona	Poona Training College.	Maráthi
562	Govind Mahadeva Pundalik	41	Brahmin	Belápur (Nagar).	Government Vernacular School, Yeola.	Maráthi
563	Sadashiv Ramchandra Limaye.	48	Brahmin	Poona	Poona Training College.	Maráthi
564	Mahadeo Vinayak Shidore	41	Brahmin	Junnar (Poona)	Poona Training College.	Maráthi
565	Govind Vinayak Bhave	41	Brahmin	Shivápur	Poona Training College.	Maráthi
566	Laxuman Balwant Limaye	32	Brahmin	Ratnágiri	Poona Training College.	Maráthi
567	Atmaram Ganesh Patwardhan.	29	Brahmin	Anjanimete	Poona High School.	Maráthi
568	Pitambardas Maganlal Parikh.	20	Vania	Ahmedabad	Gujarát College.	Gujaráti
569	Balkrishna Vaman Deshpande.	29	Brahmin	Boida	Poona Training College.	Maráthi
570	Nagindas Mulchand Nanavati.	46	Vania	Surat	Surat High School.	Gujaráti
571	Jatashankar Premashankar Vyas.	50	Brahmin	Surat	Surat Normal Class.	Gujaráti
572	Ladha Jethabhai Chawada	43	Kayst	Chúda	Chúda Vernacular School.	Gujaráti
573	Abdul Latif Ghulam Hussen Bulani.	34	Mahomedan	Tatta	Hyderabad Normal Class.	Sindi
574	Tahilram Bhambhamal	32	Hindu	Sehwan	Hyderabad Normal School.	Sindi
575	Utamram Kirpashankar Bhat.	27	Brahmin	Jetalpur	Ahmedabad Training College.	Gujaráti
576	Balkrishna Mahadeo Kalgamkar.	48	Brahmin	Kalgaon	Poona Training College.	Maráthi
577	Chinto Dhondeo Naravne	46	Brahmin	Ratnágiri	Dhárwár School.	Maráthi
578	Bhikaji Annant Shewade	52	Brahmin	Gowal	Poona Training College.	Maráthi
579	Hargovindas Rajaram Parekh.	37	Vania	Bulsár	Bulsár Vernacular School.	Gujaráti
580	Gopal Yedneshwar Bhide	33	Brahmin	Mulgund	Poona Training College.	Maráthi
581	Hydayatalish Mahamadalisha Ridvi.	39	Mahomedan	Shikárpur	Sukkur Normal School.	Sindi

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.			Present Appointment.	Monthly Salary.			REMARKS.
8	9	10			11	12			13
		Y.	m.	d.		Rs.	a.	p.	
English	None ..	0	0	20	Sub. *pro tem.* Drawing Master, Belgaum High School.	40	0	0	
English and a little of Sanskrit.	Matriculated 1871.	13	1	22	Head Master, 2nd Grade Anglo-Vernacular School, Erandol.	39	8	0	From Local Funds.
Persian and Arabic.	None ..	22	0	21	Head Master, Vernacular School No. 2, Shikárpur.	39	0	0	
None	None ..	18	10	0	Head Master, Vernacular School, I'dar.	39	0	0	From I'dar State.
English	Training College Certificate.	17	1	0	Head Master, 2nd Grade Anglo-Vernacular School, Wái, No. 1.	39	0	0	
None	None ..	25	5	29	Head Master, Superior Vernacular School No. 1, Nagar.	38	0	0	From Local Funds.
A little of English.	Trained ..	24	0	0	Head Master, Superior Vernacular School No. 1, Nandurbár.	38	0	0	Do.
A little of English.	Trained ..	18	3	18	Head Master, Superior Vernacular School, Bodvad.	38	0	0	Do.
English	Trained ..	16	4	21	Head Master, 2nd Grade Anglo-Vernacular School, Sangamner.	38	0	0	From Local Funds.
English	None ..	14	10	25	Head Master, Anglo-Vernacular School, Phaltan.	38	0	0	From Phaltan State.
English, a little of Sanskrit, Hindustáni and Persian.	Matriculated 1872.	11	11	7	Head Master, 2nd Grade Anglo-Vernacular School, Dharamgaon.	38	0	0	From Local Funds.
English	Matriculated	0	2	10	Acting Fifth Assistant Master, Ahmedabad High School.	37	8	0	
None	Training College Certificate.	7	3	28	Head Master, Superior Vernacular School No. 1, Ashta.	37	4	0	
English	None ..	28	7	5	Head Master, Vernacular School No. 7, Surat.	37	0	0	
English	Trained ..	23	4	9	Head Master, Vernacular School No. 6, Surat.	37	0	0	From Local Funds.
None	None ..	21	11	1	Head Master, Vernacular School, Chúda.	37	0	0	From Káthiáwár Educational Funds.
Persian	Trained ..	15	11	5	Head Master, Vernacular School, Ghevarah.	37	0	0	
Persian	Trained ..	11	8	0	Head Master, Vernacular School No. II., Dádú.	37	0	0	
None	Trained ..	5	10	18	Head Master, Vernacular School, Ghodhavi.	37	0	0	
None	None ..	25	1	0	Head Master, Superior Vernacular School, Masur.	36	8	0	
Kánarese .	None ..	27	9	11	Head Master, Maráthi School No. 1, Belgaum.	36	0	0	
English	Training College Certificate.	26	10	9	Head Master, Vernacular School, Pait.	36	0	0	
A little of English.	None ..	21	3	0	Head Master, Vernacular School, Bulsár.	36	0	0	From Local Funds.
None	Training College Certificate of Rs. 25.	15	11	27	Head Master, Vernacular School, Mulgund.	36	0	0	
Persian and English.	Trained ..	14	7	24	Head Master, Vernacular School, Sangra.	36	0	0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
582	Chelaram Tirathdas Rajpal..	47	Hindu ..	Shikárpur ..	Shikárpur School.	Sindi ..
583	Motichand Vasanji Desai ..	35	Vania.. ..	Jasdán	Rájkot Training School.	Gujaráti ..
584	Parsotam Shankarji Raval ..	31	Brahmin ..	Kontharia ..	Rájkot Training School.	Gujaráti ..
585	Balaji Anant Godbole ..	56	Brahmin ..	Wái	Poona Path-shala.	Maráthi ..
586	Khando Chintaman Wadekar.	47	Brahmin ..	Poona	Poona High School.	Maráthi ..
587	Ramchandra Balal Joglekar.	46	Brahmin ..	Paud	Indápur School.	Maráthi ..
588	Mahomed Lukman Mahomed Hashim Kurreshi.	39	Mahomedan ..	Hyderabad ..	Karáchi School.	Sindi ..
589	Sadashiv Shivram Galetgekar.	42	Brahmin ..	Belgaum ..	Dhárwár Normal School	Maráthi ..
590	Balaji Gangadhar Mehendale.	41	Brahmin ..	Kalyán	Poona Training College.	Maráthi ..
591	Amrutlal Mulackchand Gandhi.	43	Vania ..	Mehmadabad ..	Ahmedabad Training College.	Gujaráti ..
592	Shridhar Vasudeva Bhide ..	44	Brahmin ..	Poona	Poona High School.	Maráthi ..
593	Balaji Shankar Bapat ..	42	Brahmin ..	Pulen	Poona Training College.	Maráthi ..
594	Sadashiv Moreshwar Divaskar.	39	Brahmin ..	Godhra	Godhra 2nd Grade Anglo-Vernacular School.	Maráthi ..
595	Ganesh Balkrishna Panalkar.	38	Brahmin ..	Kolhápur ..	Kolhápur English School.	Maráthi ..
596	Balwant Wasudeo Joglekar..	40	Brahmin ..	Máhuli	Sátára Vernacular School.	Maráthi ..
597	Narbheram Bhanjabhai Pandya.	44	Brahmin ..	Surat	Surat High School.	Gujaráti ..
598	Bharumal Dausing	42	Jain	Virawah.. ..	Virawah School.	Gujaráti ..
599	Pralhad Narhar Joshi ..	43	Brahmin ..	Poona	Poona Training College.	Maráthi ..
600	Nasuralah Abdul Hamid Kazi	36	Mahomedan ..	Matári	Hyderabad School.	Gujaráti ..
601	Haji Mahomed Hussein ..	48	Mahomedan..	Poona	Private School..	Hindustáni .
602	Francis Rebello	36	Christian ..	Thána	Thána English School.	Portuguese .
603	Ramchandra Annaji Dixit ..	38	Brahmin ..	Kaládgi	Mángoli School.	Kánarese ..
604	Govind Kashinath Phadnis ..	33	Brahmin ..	Bassein	Poona Training College.	Maráthi ..
605	Edalji Barjorji Patel.. ..	35	Pársi	Surat	Surat High School and Pársi Panchayet School, Surat.	Gujaráti ..

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
Gurmukhi ..	None ..	11 8 0	Head Master, Hindu-Sindhi School No. II., Shikárpur.	36 0 0	
None	2nd year 1st Class Certificate.	9 9 0	Head Master, Vernacular School, Kundla.	36 0 0	Káthiáwár Educational Funds.
None	2nd year 1st Class Certificate.	8 9 10	Head Master, Vernacular School, Lakhtar.	36 0 0	Do.
Sanskrit.. ..	None ..	32 10 5	Marathi Clerk to the Deputy Educational Inspector, Poona.	35 0 0	
None	None ..	30 5 13	Sir Master, Peint State ..	35 0 0	From Local Funds.
None	None ..	29 1 0	Head Master, Superior Vernacular School No. 2, Poona	35 0 0	Do.
Persian	Trained ..	25 10 24	Head Master Vernacular School, Nanshahro.	35 0 0	
Kánarese and Hindustani.	None ..	24 10 22	Head Master, Kánarese School, Kaládgi.	35 0 0	Do.
A little of English.	Trained ..	23 11 8	Head Master, Superior Vernacular School, Shāhāda.	35 0 0	Do.
None	Trained according to old system	21 4 0	Head Master, Vernacular School, Bovala.	35 0 0	Do.
A little of English.	Trained ..	21 0 0	Head Master, Superior Vernacular School, Yával, No. I.	35 0 0	Do.
English	Training College Certificate.	20 11 13	Head Master, Vernacular School, Dápoli.	35 0 0	Do.
English and Urdu.	None ..	20 5 14	Head Clerk, Deputy Inspector, Panch Maháls and Rewa Kántha.	35 0 0	Rs. 5 from Rewa Kántha Educational Funds.
English	None ..	20 5 10	Assistant Master, Rajaram High School, Kolhápur.	35 0 0	From Kolhápur State.
None	None ..	20 5 11	Head Master, Sátára School No. II.	35 0 0	Rs 5 as allowance for teaching night-school.
English and a little Maráthi.	None ..	20 5 6	Third Clerk, Educational Inspector, N. D.	35 0 0	
English and Sindi.	None ..	20 1 0	Head Master, Vernacular School, Methi.	35 0 0	
English	Trained ..	19 10 0	Head Master, Vernacular School, Nagaon.	35 0 0	
Persian	Trained ..	19 8 27	Head Master, Vernacular School, Unarpur.	35 0 0	
Arabic and Persian.	None ..	18 10 0	Hindustáni Teacher, Poona Training College.	35 0 0	
English and Maráthi.	None ..	18 6 24	Head Master, Thána Portuguese School.	35 0 0	
Maráthi	None ..	18 5 6	Head Master, Kánarese School, Hingond.	35 0 0	
English	Trained ..	17 0 5	Head Master, Vernacular School, Kalyán.	35 0 0	
English	None ..	17 8 0	Third Assistant Master, Branch School, Surat.	35 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
606	Antaji Trimback Marathe ..	37	Brahmin ..	Trimbak ..	Poona Training College.	Maráthi ..
607	Jekrishna Mayashankar Vyas.	37	Brahmin ..	Ahmedabad ..	Ahmedabad High School.	Gujaráti ..
608	Chandanmal Piniomal Luhana.	40	Hindu ..	Sehwan	Hyderabad Normal School.	Gujaráti ..
609	Narayen Dhondeo Joshi ..	38	Brahmin ..	Poona	Poona Training College.	Maráthi ..
610	Kesheo Ganesh Karmarkar ..	38	Brahmin ..	Sángli	Poona Training College.	Maráthi ..
611	Hari Mahadeo Vellankar ..	42	Brahmin ..	Sangamner ..	Free General Assembly's Institution, Bombay.	Maráthi ..
612	Ravansidappa Bondappa ..	35	Lingayet ..	Saundatti ..	Belgaum Training College.	Kánarese ..
613	Govind Ganesh Joshi ..	38	Brahmin ..	Poona	Poona Mission School.	Maráthi ..
614	Ganesh Balkrishna Dalvi ..	37	Gowd Brahmin.	Belgaum ..	Dhárwár English School.	Maráthi ..
615	Vinayak Parashram Datar ..	39	Brahmin ..	Lakshmeshvar ..	Dhárwár English School.	Maráthi ..
616	Fakirbhai Haribhai Marphatia.	35	Vania ..	Broach	Broach High School, and Gokaldas School, Bombay.	Gujaráti ..
617	Pranjivan Tuljaram Sukal ..	33	Brahmin ..	Mándvi	Surat Training School.	Gujaráti ..
618	Gulabbhai Dajibhai Desai ..	33	Brahmin ..	Bhadeli	Surat Training School.	Gujaráti ..
619	Rastomji Dhanjibhai Postwala.	32	Pársi	Bulsar	Balsár Anglo-Vernacular School.	Gujaráti ..
620	Kapurchand Melapchand Panvala.	36	Vania	A'mod	Surat High school.	Gujaráti ..
621	Ganpatram Hirji Tarvadi ..	45	Brahmin ..	Kapadvanj ..	Kapadvanj Vernacular School.	Gujaráti ..
622	Venkatramanacharya Narayanacharya Sirhatti.	50	Brahmin ..	Sirhatti, Sángli .	Poona Sanskrit College.	Kánarese ..
623	Gunesh Balwant Limaye ..	34	Brahmin ..	Sátára	Poona Training College.	Maráthi ..
624	Dayabhai Ambaram Parekh .	34	Vania	Surat	Surat Vernacular School.	Gujaráti ..
625	Vishwanath Chintaman Gore.	35	Brahmin .	Poona	Poona High School.	Maráthi ..
626	Yeshvant Ganesh Jadhava ..	33	Marátha ..	Mishrikot ..	Belgaum Training College.	Maráthi ..
627	Mahomed Bachal Mahomed Amin Garmani.	31	Mahomedan ..	Patadar	Shikárpur Normal School.	Gujaráti ..
628	Din Mahomed Ghulam Rasal Pathan.	29	Mahomedan ..	Shikárpur ..	Sukkur School ..	Gujaráti ..
629	Bulchand Sakhumal Tarwani	31	Hindu	Kotri	Hyderabad School.	Gujaráti ..

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English	Matriculated 1867.	17 5 0	Head Master, Superior Vernacular School, Parola.	35 0 0	From Local Funds.
English	None ..	17 2 10	Second Assistant Branch School, Ahmedabad.	35 0 0	
Persian	Trained ..	17 2 5	Head Master, Vernacular School, Nasarpur.	35 0 0	
English and Sanskrit.	None ..	17 1 4	Third Assistant Master, Poona Training College.	35 0 0	
English	Trained ..	17 1 0	Head Master, 2nd Grade Anglo-Vernacular School, Vitte.	35 0 0	Rs. 5 as allowance for teaching night-school.
English	None ..	17 0 8	Third Assistant Master, Jaganath Sunkerset 1st Grade Anglo-Vernacular School, Bombay.	35 0 0	
Maráthi	None ..	16 5 0	Head Master, Superior Vernacular School, Murgod.	35 0 0	
English	None ..	16 0 2	Head Master, Superior Vernacular School, Karmála.	35 0 0	From Local Funds.
English and Kánarese.	None ..	16 0 0	Head Master, 2nd Grade Anglo-Vernacular School, Haliyál.	35 0 0	
English and Kanarese.	None ..	15 8 0	Sixth Assistant, Dhárwár High School.	35 0 0	
English	None ..	14 10 19	Head Master, Gujaráti School, Kadi.	35 0 0	From Baroda State.
None	Trained according to old system, 1866.	14 10 0	Head Master, Vernacular School, Valod.	35 0 0	From Local Funds.
None	Trained ..	14 4 12	Head Master, Vernacular School, Jambusar.	35 0 0	Do.
English	None ..	14 4 0	Sub. *pro tem.* Second Assistant Master, Anglo-Vernacular School, Bulsár.	35 0 0	
English	None ..	14 3 8	Fourth Clerk, Educational Inspector, N. D.	35 0 0	
None	None ..	13 8 10	Head Master, Vernacular School, Sángola.	35 0 0	From Káthiáwár Educational Funds.
Sanskrit and Maráthi.	None ..	13 8 0	Guru, Vyakarna School, Sángli.	35 0 0	From Sángli State.
English	Trained ..	13 8 0	Head Master, Superior Vernacular School, Sholápur No. 1.	35 0 0	From Local Funds.
None	Trained ..	13 8 0	Head Master, Vernacular School No. 9, Surat.	35 0 0	
English	None ..	13 7 0	Second Clerk, Educational Inspector, Central Division's Office.	35 0 0	
Kánarese ..	None ..	13 2 2	Head Master, Kánarese School No. 1, Lakshmeshwar.	35 0 0	From Miraj State.
Persian and Arabic.	Trained ..	13 1 24	Head Master, Vernacular School, Patadar.	35 0 0	
Persian	Trained ..	12 8 24	Head Master, Vernacular School, Bichanji.	35 0 0	
Persian and Hindustáni.	Trained ..	11 11 0	Head Master, Vernacular School, Sada-jo-tando.	35 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
630	Abdool Karim Mahomed Tayab Kazi.	32	Mahomedan ..	Matári	Hyderabad School.	Gujaráti ..
631	Anna Shastri Athalekar ..	49	Brahmin ..	Nargund ..	Nargund School.	*Maráthi* ..
632	Bhagvandas Brijbhukandas Gandhi.	32	Vania ..	Surat	Surat High School, Elphinstone College & Dr. Wilson's Institution.	Gujaráti ..
633	Vinayek Anant Bapat ..	32	Brahmin ..	Poona	Deccan College.	Maráthi ..
634	Goverishanker Prabhashanker.	35	Brahmin ..	Kubadlhal ..	Ahmedabad Gujaráti School.	Gujaráti ..
635	Jamnadas Bhagwandas Parekh.	31	Vania	Viramgám ..	Ahmedabad High School.	Gujaráti ..
636	Edalji Jamshedji Mistry ..	31	Pársi	Bombay ..	Elphinstone College.	Gujaráti ..
637	Ganesh Shankar Dravid ..	31	Brahmin ..	Kolhápur ..	Kolhápur High School.	Maráthi ..
638	Dulabram Pranvalabdas Sutaria.	30	Vania	Jhálod in Khándesh.	Surat High School.	Gujaráti ..
639	Balaji Ramchandra Naregol.	31	Brahmin ..	Káládgi ..	Belgaum High School.	Kánarese ..
640	Bapu Sakharam	34	Brahmin ..	Bagváda ..	Gujaráti School, Bagváda.	Maráthi ..
641	Thacordas Narotamdas Dalal	31	Vania	Surat	Surat High School.	Gujaráti ..
642	Sayad Yakub Syad Mohidin.	35	Mussulman ..	Miraj	Miraj	Persian ..
643	Balaji Mahadev Patwardhan	31	Brahmin ..	Poona	Poona High School.	Maráthi ..
644	Vandravandas Sakharam Vaidya.	31	Brahmin ..	Chorwad ..	Rájkot High School.	Gujaráti ..
645	Vasudeo Ganesh	29	Brahmin ..	Bagváda ..	Bagváda School.	Maráthi ..
646	Shivashanker Bhanaji Raval.	42	Brahmin ..	Chuda	Rájkot Normal School.	Gujaráti ..
647	Ramchandra Dhondeo Marathe.	30	Brahmin ..	Haripur ..	Kolhápur High School.	Maráthi ..
648	Anant Sivram Prabhu Desai.	29	Brahmin ..	Haripur (Ratnágiri.)	Kolhápur School.	Maráthi ..
649	Hari Pandset Lad	27	Vania	Elven (Kolhápur.)	Elphinstone College.	Maráthi ..
650	Gururao Hanamant Sattur.	28	Brahmin ..	Dhárwár ..	Dhárwár High School.	Kánarese ..
651	Sobraj Tekchand Melvani ..	27	Hindu ..	Hyderabad ..	Hyderabad School.	Sindi ..
652	Peroshaw Pestonji Kapadia.	27	Pársi	Broach	Broach High School.	Gujaráti ..
653	Narayan Vishwanath Patwardhan.	32	Brahmin ..	Kalyán	Deccan College.	Maráthi ..
654	Venkatesh Bapuji Ketkar ..	27	Brahmin ..	Nargund (Dhárwár.)	Belgaum High School.	Maráthi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
Persian and Hindustani.	Trained ..	11 6 22	Head Master, Vernacular School, Patt.	35 0 0	
Sanskrit and Kánarese.	None ..	11 2 0	Sanskrit Teacher, Training College, Dhárwár.	35 0 0	
English and Latin.	Matriculated 1868.	11 0 25	First Assistant Master, 1st Grade Anglo-Vernacular School, Camp Poona.	35 0 0	
English and Latin.	Matriculated 1868.	10 9 0	Fourteenth Assistant Master, Poona High School.	35 0 0	
English	None ..	10 5 22	Head Master, Baroda Gujaráti School No. 2.	35 0 0	From Baroda State.
English	Matriculated 1870.	9 11 28	First Assistant, Anglo-Vernacular School, Viramgam.	35 0 0	
English and Latin.	Matriculated 1867.	9 9 29	Fifth Assistant Master, Fort Branch School, Bombay.	35 0 0	
English and Sanskrit.	Matriculated 1871.	9 9 21	Sixth Assistant Master, Rájáram High School, Kolhápur.	35 0 0	From Kolhápur State.
English and a little of Sanskrit.	Matriculated 1871.	9 9 5	Fourth Assistant, Branch School, Surat.	35 0 0	
English and Sanskrit.	None ..	9 9 0	Sub *pro-tem.* Sanskrit Teacher, Belgaum High School.	35 0 0	
Gujaráti ..	None ..	9 7 3	Head Master, Dabhoi Gujaráti School.	35 0 0	From Baroda State.
English	Matriculated 1871.	9 4 19	Fifth Assistant Master, Branch School, Surat.	35 0 0	
Urdu	None ..	9 4 0	Persian Teacher, Poona High School.	35 0 0	
None	Matriculated 1871.	8 10 26	English Teacher, Málegaon 2nd Grade Anglo-Vernacular School.	35 0 0	From Local Funds
English and a little of Sanskrit.	Matriculated 1872.	8 4 0	Fifth Assistant Master, Junágad High School.	35 0 0	From Káthiáwár Educational Funds.
Gujaráti and a little of Sanskrit.	None .	8 3 0	Acting First Assistant, Baroda Gujaráti School.	35 0 0	From Baroda State.
English	None ..	8 2 29	Head Master, Vernacular School, Limdi.	35 0 0	From Káthiáwár Educational Funds.
English	Matriculated 1872.	8 0 16	Head Master, Anglo-Vernacular School, Kágal.	35 0 0	From the Ichalkaranji State.
English and Sanskrit.	Matriculated 1872.	8 0 15	Head Master, 2nd Grade School, Shiral.	35 0 0	Do.
English and Sanskrit.	Matriculated 1871.	7 2 28	Sub. *pro-tem.* Sixth Assistant Master, Sátára High School.	35 0 0	
English, Maráthi and Hindustani.	Matriculated 1873.	7 2 0	Clerk, School of Industry, Dhárwár.	35 0 0	
English and Persian.	Matriculated 1874.	6 7 6	Sixth Assistant Master, Shikárpur High School.	35 0 0	
English	Matriculated 1873.	6 5 18	Sanskrit Teacher, Broach High School.	35 0 0	
English and Sanskrit.	Matriculated 1870.	6 4 16	Seventh Clerk, Curator, Government Central Book Depôt, Bombay.	35 0 0	
English and Kánarese.	Matriculated 1874.	6 2 18	Head Master, 2nd Grade School, Bágalkot.	35 0 0	

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
655	Hormasji Rastomji	33	Pársi	Daman	J. J. Benevolent Institution.	Gujaráti
656	Hanmant Narayan Jagalbalikar.	28	Brahmin	Betgiri	Rájárám High School.	Kánarese
657	Jibhai Gokaldas	25	Vania	Thasra	Ahmedabad Training College.	Gujaráti
658	Narbheram Manishankar	44	Brahmin	Mota	Mota Gujaráti School.	Gujaráti
659	Keshowlal Parjaram	32	Brahmin	Mehmedabad	Mehmedabad Gujaráti School.	Gujaráti
660	Ganpatram Rajaram	53	Brahmin	Ahmedabad	Ahmedabad Gujaráti School.	Gujaráti
661	Anupram Bhavanishankar	30	Brahmin	Umreth	Umreth Gujaráti School.	Gujaráti
662	Arajun Nanaji Namal	26	Kshatri	Chotal	Ahmedabad Training College.	Gujaráti
663	Dhanvantram Narbheram Pandya.	26	Brahmin	Surat	Elphinstone College.	Gujaráti
664	Jivabhai Jamutram Meheta	24	Brahmin	Olpád	Elphinstone College.	Gujaráti
665	Merwanji Sheriadji Kheshwala.	25	Pársi	Broach	Elphinstone College.	Gujaráti
666	Nowrosji Kavasji Daji	27	Pársi	Bombay	Chandanwádi High School.	Gujaráti
667	Ravji Sadashiv Oka	25	Brahmin	Agáshi, Thána	Poona High School.	Maráthi
668	Sunderji Mulji Seth	25	Vania	Kotadapetha	Ahmedabad Training College.	Gujaráti
669	Meghaji Jatha Phatak	22	Kunbi	Bhachu	Ahmedabad Training College.	Gujaráti
670	Bhaskar Mahadeo Kelkar	53	Brahmin	Someshvar	Poona School	Maráthi
671	Premchand Vithaldas Meheta.	43	Vania	Mehmadabad	Ahmedabad Training College.	Gujaráti
672	Damodar Bagwandas Guzar	44	Vania	Sátára	Poona Training College.	Gujaráti
673	Haji Ahmed Turpis Memau	38	Mahomedan	Hála	Hyderabad Normal School.	Gujaráti
674	Umiashankar Mulji Oza	23	Brahmin	Chowda	Ahmedabad Training College.	Gujaráti
675	Shaik Imam valad Shaik Mahomed.	45	Mahomedan	Ludiana	Ludiana School.	Hindustani
676	Vasudeva Ramchandra Paithankar.	43	Brahmin	Pátan	Nagar Maráthi School.	Maráthi
677	Trimback Balkrishna Gowtam.	42	Brahmin	Násik	Lukni Government School.	Maráthi
678	Abdul Kave Mahomed Hashim Sideki.	39	Mahomedan	Sehwan	Hyderabad Normal School.	Sindi

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.			Present Appointment.	Monthly Salary.			REMARKS.
8	9	10			11	12			13
		Y.	m.	d.		Rs.	a.	p.	
Hindustani	None	5	10	0	Museum Room Attendant, Grant Medical College.	35	0	0	
English and Maráthi.	Matriculated 1872.	5	9	0	Head Master, 1st Grade Anglo Vernacular School, Kolhápur	35	0	0	From Kolhápur State.
A little of English and Sanskrit.	None	5	3	20	Head Master, Petlad Gujaráti School.	35	0	0	From Baroda State.
A little of English.	None	5	3	0	Head Master, Navsári Gujaráti School.	35	0	0	From Baroda State.
English	None	4	11	14	Head Master, Visnagar Gujaráti School.	35	0	0	From Baroda State.
None	None	4	11	0	Head Master, Sidhpur Gujaráti School.	35	0	0	Do.
English	None	4	9	0	Acting Head Master, Vadnagar Gujaráti School.	35	0	0	From Baroda State
None	Trained	4	8	26	Head Master, Vernacular School, Mahuva.	35	0	0	From Káthiáwár Educational Funds
English	Matriculated 1872.	4	4	15	Second Assistant Master, Branch School No. 1, Ahmedabad.	35	0	0	
English and Sanskrit.	Matriculated	4	4	8	Sixth Assistant Master, Broach High School.	35	0	0	
English and Persian.	Matriculated	4	0	13	Persian Teacher, Broach High School.	35	0	0	
English	Matriculated 1874.	3	4	23	Second Assistant Master, Chandanwádi 1st Grade Anglo-Vernacular School.	35	0	0	
English, Gujaráti and Sanskrit.	None	2	8	28	Fifth Assistant, Navánagar High School.	35	0	0	Do.
None	Trained	2	7	26	Head Master, Vernacular School, Junágad.	35	0	0	Do.
English	Trained	0	10	16	Head Master, Vernacular School, Mundra.	35	0	0	From Cutch State.
None	None	33	4	22	Head Master, Vernacular School, Ráhuri.	34	0	0	From Local Funds.
A little of Urdu.	Trained	19	3	13	Head Master, Vernacular School, Sársa.	34	0	0	Do.
English and Maráthi.	Trained	16	8	29	Head Master, 2nd Grade Anglo-Vernacular School, Kámáthipura, Bombay.	34	0	0	Rs. 5 as allowance for teaching Night School.
Persian	Trained	14	9	0	Head Master, Vernacular School, Hála.	34	0	0	
None	Trained	4	9	23	Head Master, Vernacular School, Babora.	34	0	0	From Káthiáwár Educational Funds.
Maráthi	None	12	3	20	Gymnastic Master, Rájárám High School, Kolhápur.	33	8	0	From Kolhápur State.
A little of English.	None	25	4	15	Head Master, Superior Vernacular School, Chálisgaon.	33	0	0	From Local Funds.
None	None	22	5	9	Head Master, Superior Vernacular School, Násik, No. 2.	33	0	0	Do.
Persian and Urdu.	None	23	0	11	Second Assistant Master, Anglo-Vernacular School, Vihar.	33	0	0	Do.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
679	Shambhuram Kisandas Desai.	40	Brahmin ..	Broach	Broach Vernacular School No. 1.	Gujaráti ..
680	Bapuji Govind Parke ..	43	Brahmin ..	Khándesh ..	Dhulia Maráthi School.	Maráthi ..
681	Balkrishna Bhaskar Bhide ..	38	Brahmin ..	Ratnágiri ..	Dhulia Maráthi School.	Maráthi ..
682	Fatosing ChatrasingParmar.	35	Rajput ..	Chikodi	Chikodi Vernacular School.	Gujaráti ..
683	Vishnu Govind Abhiankar ..	43	Brahmin ..	Ratnágiri ..	Poona Training College.	Maráthi ..
684	Narayan Tatiaji Newaskar ..	34	Brahmin ..	Násik	Násik English School.	Maráthi ..
685	Antaji Chintamon Damle ..	31	Brahmin ..	Sátára	Poona Training College.	Maráthi ..
686	Mahomedali Abdul Hak Kazi	31	Mahomedan ..	Tando	Sukkur Normal School.	Sindi ..
687	Govind Hari Ghanekar ..	36	Brahmin ..	Wái	Poona Training College.	Maráthi ..
688	Damodhar Sitaram Joshi ..	36	Brahmin ..	Poona	Poona Training College.	Maráthi ..
689	Bhagvanlal Haribhai Vajalpara.	35	Kunbi	Ahmedabad ..	Ahmedabad Training College.	Gujaráti ..
690	Krishnaji Vithal Kshirsagar.	34	Brahmin ..	Karkumb ..	Poona Training College.	Maráthi ..
691	Keshav Moreshwar Bhave ..	33	Brahmin ..	Vetashic.. ..	Poona Training College.	Maráthi ..
692	Ramsing Pherudas Khitri ..	27	Hindu ..	Shikárpur ..	Shikárpur Private School.	Sindi ..
693	Shankar Balkrishna Dixit ..	28	Brahmin ..	Merud	Poona Training College.	Maráthi ..
694	Ramchandra Abaji Bapat ..	31	Brahmin ..	Adwala	Poona Training College.	Maráthi ..
695	Veijavalav Hargovan Khambati.	40	Vania	Nadiád	Ahmedabad Training College.	Gujaráti ..
696	Keshav Vishwanath Bhagwat.	37	Brahmin ..	Sátára	Poona Training College.	Maráthi ..
697	Bhaskar Ganesh Gondhlikar.	37	Brahmin ..	Dábhol	Poona Training College.	Maráthi ..
698	Appaji Baji Joshi	37	Brahmin ..	Someshvar ..	Poona Training College.	Maráthi ..
699	Wahidbax Parial Kazi ..	32	Mahomedan ..	Rohri	Sukkur Normal School.	Sindi ..
700	Hassaram Damumal.. ..	33	Hindu.. ..	Bhiria	Hyderabad Normal School	Sindi ..
701	Nandlal Manji Shaha ..	25	Vania	Rájkot	Rájkot High School.	Gujaráti ..
702	Dinmal Khimchand Gajra ..	27	Hindu ..	Shikárpur ..	Shikárpur High School.	Sindi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
None	None ..	22 4 6	Head Master, Superior Vernacular School, Broach, No. 2.	33 0 0	From Local Funds.
A little of English.	None ..	22 3 25	Head Master, Superior Vernacular School, Sindkheda.	33 0 0	Do.
None	None ..	19 4 0	Head Master, Superior Vernacular School, Dhulia, No. 1.	33 0 0	Do.
None	None ..	17 9 0	Head Master, Vernacular School, Untadi.	33 0 0	Do.
A little of English.	None ..	17 8 25	Head Master, Superior Vernacular School, Viramgám.	33 0 0	Do.
English and Sanskrit.	20 Rs. Certificate, Poona Training College.	16 5 6	Head Master, Superior Vernacular School, Nevasa.	33 0 0	Do.
English and Sanskrit.	None ..	15 3 7	Head Master, Vernacular School, Revadanda.	33 0 0	
Persian	Trained ..	14 7 0	Head Master, Vernacular School, Ghotki.	33 0 0	
A little of English.	Trained ..	14 4 2	Head Master, 2nd Grade Anglo-Vernacular School, Málegaon.	33 0 0	
English and Sanskrit.	Trained ..	14 4 17	Head Master, 2nd Grade Anglo-Vernacular School, Shevgaon.	33 0 0	Do.
None	Trained ..	13 8 16	Head Master, Vernacular School No. 2, Ahmedabad.	33 0 0	Do.
English	Trained ..	12 11 26	Head Master, Superior Vernacular School, Chandvad.	33 0 0	Do.
English and Sanskrit.	Training Certificate of Rs. 25.	12 8 7	Head Master, Vernacular School, Umbargaon.	33 0 0	
Gurmukhi ..	None ..	12 7 4	Head Master, Hindi Sindi School No. 1, Shikárpur.	33 0 0	
English and Sanskrit.	Matriculated 1874.	7 8 25	Head Master, Vernacular School, Thána, No. I.	33 0 0	
English	Trained and Certificated.	10 7 7	Head Master, Superior Vernacular School, Utur.	32 4 0	
None	Trained ..	18 11 11	Head Master, Anglo-Vernacular School, Uttarsávda.	32 0 0	Do.
English ..	Trained ..	16 11 13	Head Master, 2nd Grade Anglo-Vernacular School, Bárámati.	32 0 0	
English	Trained ..	16 9 19	Head Master, Vernacular School, Murbád.	32 0 0	
English	Trained ..	16 4 6	Head Master, Vernacular School, Páthardi.	32 0 0	Do.
Persian	Trained ..	13 4 11	Assistant Master, Vernacular School, Rohri.	32 0 0	
Persian	Trained ..	10 6 7	Head Master, Vernacular School, Bhiria.	32 0 0	
English and a little of Sanskrit.	None ..	6 9 25	Second Clerk, Deputy Educational Inspector, Káthiáwár.	32 0 0	Do.
English and Persian.	Matriculated 1875.	4 2 17	First Assistant Master, Anglo-Vernacular School, Tatta.	32 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
703	Trimbuck Janardhan Savargaumker.	40	Brahmin ..	Yeola	Poona Training College.	Maráthi ..
704	Ratanji Surbhai Vasi ..	37	Brahmin ..	Kalyánwadi ..	Surat Training School.	Gujaráti ..
705	Ganesh Dondeo Lele ..	36	Brahmin ..	Gowal	Poona Training College.	Maráthi ..
706	Dhalandas Tahkandas Bhagnari.	33	Hindu	Bhagnari ..	Hyderabad Normal School.	Sindi ..
707	Shikharo Parvat Alur ..	29	Brahmin ..	Alur	Belgaum Training Colege.	Kánarese ..
708	Bhimaji Balaji Baihongo ..	56	Brahmin ..	Ránibennur ..	Dhárwár School.	Kánarese ..
709	Baláji Kondee Ghanekar ..	51	Brahmin ..	Wái (Sátára) ..	Poona Pathshalla.	Maráthi ..
710	Shitaram Balkrishna Dandanaik.	46	Brahmin ..	Násik	Násik School ..	Maráthi ..
711	Nagandas Narbheram Meheta.	44	Vania ..	Surat	Surat School ..	Gujaráti ..
712	Damodar Mahadeo Limaye	44	Brahmin ..	Ratnágiri ..	Ratnágiri Vernacular School.	Maráthi ..
713	Kashinath Narayan Kolhatkar.	42	Brahmin ..	Poona	Poona School ..	Maráthi ..
714	Vishnu Raghunath Patwardhan.	42	Brahmin ..	Poona	Supa Vernacular School.	Maráthi ..
715	Vinayek Malhar Nadker ..	44	Parbhu ..	Mahád	Khed School (Poona).	Maráthi ..
716	Dowlatram Narbheram Meheta.	42	Vania ..	Surat	Surat Vernacular School.	Gujaráti ..
717	Mahadeva Vinayek Joglekar	41	Brahmin ..	Nárel	Kalyán School.	Maráthi ..
718	Vishnu Vasudeva Sathey ..	44	Brahmin ..	Párner .. .	Government Vernacular School, Yeola.	Maráthi ..
719	Virajlal Govarishankar Dave.	44	Brahmin ..	Umreth ..	Umreth Vernacular School.	Gujaráti ..
720	Bhikaji Balaji Paranjpe ..	45	Brahmin ..	Ratnágiri ..	Sátára School ..	Maráthi ..
721	Keshava Ramkrishna Sukatankar.	41	Goud Brahmin.	Málegaon ..	Poona Mission School.	Maráthi ..
722	Laxuman Govind Bhosekar.	40	Brahmin ..	Bárámati ..	Bárámati Vernacular School.	Maráthi ..
723	Dhondo Dattatraya Dharwarkar.	43	Brahmin ..	Dhárwár ..	Dhárwár School.	Kánarese.
724	Jivram Mahadev Jani ..	42	Brahmin ..	Morvi	Rájkot Vernacular School.	Gujaráti .
725	Bal Yadneshwar Gurjar ..	47	Brahmin ..	Bhund	Bombay	Maráthi .
726	Yadneshwar Venkaji Joshi ..	43	Brahmin ..	Kerur (Kaládgi)	Dhárwár Normal Class.	Kánarese .

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		R. a. p.	
English	Trained ..	20 8 20	Head Master, 2nd Grade Anglo-Vernacular School, Dábháde Talegaon.	31 8 0	
None	Trained ..	15 4 1	Head Master, Vernacular School, Kharsad.	31 0 0	From Local Funds
None	Training College Certificate.	15 3 7	Head Master, 2nd Grade Anglo-Vernacular School No. 1, Tásgaon.	31 0 0	
Persian	Trained ..	13 3 20	Head Master, Vernacular School, Nawáb Jherruck Tando.	31 0 0	
Maráthi	Trained 25 Rs. Certificate.	10 10 0	Head Master, Vernacular School, Kirki.	31 0 0	
Maráthi	None ..	38 3 0	Head Master, Vernacular School, Ranibennur.	30 0 0	
Sanskrit	None ..	27 8 0	Sanskrit Teacher, Dhulia High School.	30 0 0	
A little of English.	None ..	27 7 23	Head Master, Superior Vernacular School, Dhulia No. 2.	30 0 0	Do.
None	None ..	26 4 29	Head Master, Vernacular School, Deladva.	30 0 0	
None	None ..	26 1 0	Head Master, Vernacular School, Dábhol.	30 0 0	Do.
Gujaráti ..	None ..	26 1 0	Head Master, Vernacular School, Shahápur.	30 0 0	
None	None ..	25 9 24	Head Master, Vernacular School, Supa.	30 0 0	
None	None ..	25 6 24	Head Master, Vernacular School, Nágotna.	30 0 0	
A little of English.	None ..	25 6 24	Head Clerk, Deputy Educational Inspector, Broach Sub-division.	30 0 0	
None	None ..	25 6 15	Head Master, Vernacular School, Taler.	30 0 0	
A little of English.	None ..	25 5 15	Clerk, Deputy Inspector, Násik.	30 0 0	
None	Trained ..	25 4 12	Head Master, Vernacular School, Mohlal.	30 0 0	Do.
None	None ..	25 2 24	Head Master, Vernacular School, Chinchini.	30 0 0	
English and Sanskrit.	None ..	25 2 13	Head Master, Superior Vernacular School No. 4, Poona.	30 0 0	Do.
None	None ..	24 2 21	Head Master, Sátára School No. 3.	30 0 0	
Maráthi	None ..	24 0 0	Head Master, Kanarese School No. 1, Dhárwár.	30 0 0	
A little of English.	None ..	23 11 26	Head Master, Vernacular School, Porbandar.	30 0 0	From Káthiáwár Educational Funds.
Sanskrit	None ..	23 4 13	Head Master, Vernacular School, Nágdevi, Bombay.	30 0 0	
Maráthi	None ..	23 3 10	Head Master, Vernacular School, Gadag.	30 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
727	Ganesh Balkrishna Dharap.	43	Brahmin ..	Ambegaon ..	Poona School ..	Maráthi ..
728	Kashinath Lakshuman Joshi	43	Brahmin ..	Khed	Poona Training College.	Maráthi ..
729	Nock Mahomed Yassinkhan Mula.	43	Mahomedan .	Shikárpur ..	Sukkúr Normal School.	Sindi ..
730	Govind Sakharam Tambulkar.	39	Brahmin ..	Tambul (Sholápur).	Mohol School ..	Maráthi ..
731	Ganesh Balal Athavale ..	43	Brahmin ..	Sátára	Poona and Sátára Schools.	Maráthi ..
732	Govind Hari Thatch ..	45	Brahmin ..	Chiplún ..	Chiplún Maráthi School.	Maráthi ..
733	Kurvarji Govanji Desai ..	38	Brahmin ..	Sarbhon (Surat)	Sarbhon Vernacular School.	Gujaráti ..
734	Narayanji Morarji Desai ..	41	Brahmin ..	Sarbhon ..	Sarbhon Vernacular School.	Gujaráti ..
735	Narsilal Harjivan Tarvadi ..	36	Brahmin ..	Kapadvanj ..	Pálanpur Vernacular School.	Gujaráti ..
736	Laxuman Gangadhar Phadke.	52	Brahmin ..	Wái	Sátára Vernacular School.	Maráthi ..
737	Gurpadappa Rudrappa Punjari.	35	Lingayet ..	Hulgar (Dhárwár).	Belgaum Training School.	Kánarese ..
738	Antaji Ramchandra Kelkar.	40	Brahmin ..	Ambere (Ratnágiri).	Tásgaon School.	Maráthi ..
739	Narhar Sadashive Mahajan.	36	Tailor ..	Poona	Sátára School ..	Maráthi ..
740	Balkrishna Babaji Karkari.	40	Brahmin ..	Ratnágiri ..	Dhulia Training School.	Maráthi ..
741	Kesheo Venayek Bhide ..	51	Brahmin ..	Sátára	Poona High School.	Maráthi ..
742	Mansukram Pranji Asarva ..	38	Kunbi ..	Ahmedabad ..	Ahmedabad Training College.	Gujaráti ..
743	Waman Ramchandra Londe.	38	Brahmin ..	Nágaon ..	Poona Training College.	Maráthi ..
744	Ramkrishna Hari Balsare ..	43	Brahmin ..	Poona	Poona Training College.	Maráthi ..
745	Khimaji Premaji Ghandavi.	37	Musalman ..	Umreth .	Ahmedabad ..	Hindustáni
746	Vishindas Gursamal Kishmani.	39	Hindu, Luhano.	Naushahro ..	Hyderabad Normal School.	Sindi ..
747	Narayan Damodhar Gune ..	39	Brahmin ..	Ratnágiri ..	Ratnágiri School	Maráthi ..
748	Vinayek Ramchandra Moghe.	43	Brahmin ..	Tamhane ..	Kolhápur High School.	Maráthi ..
749	Dhosabhai Byramji Hakimna.	33	Parsi	Surat	Surat Sir J. J. English School.	Gujaráti ..
750	Raghunath Yeshwant Devatrat.	52	Brahmin ..	Poona	Poona School No. 2	Maráthi ..
751	Sadashiva Raghunath Soman.	37	Brahmin ..	Bittor	Dhulia Training College.	Maráthi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
None	Trained ..	23 0 24	Head Master, 2nd Grade Anglo-Vernacular School, Sáswad.	30 0 0	
A little of English.	Trained ..	22 6 0	Head Master, Superior Vernacular School, Nizámpur	30 0 0	From Local Funds.
Persian and Urdu.	Trained ..	22 6 0	Head Master, Vernacular School, Garhi Yássin.	30 0 0	
Kánarese ..	None ..	22 5 0	Head Master, Vernacular School, Badámi.	30 0 0	
Kánarese ..	None ..	20 9 0	Head Master, Vernacular School, No. 1, Goladgad.	30 0 0	Do.
None	None ..	20 6 21	Maráthi Accountant, Educational Inspector, North-East Division.	30 0 0	On leave.
A little of English and Maráthi.	None ..	20 4 13	Head Master, Vernacular School, Bárdoli.	30 0 0	From Local Funds.
None	None ..	19 11 26	Head Master, Vernacular School No. 8, Surat.	30 0 0	Do.
A little of English.	None ..	19 6 27	Head Master, Vernacular School, Pálanpur.	30 0 0	From Pálanpur State.
None	None ..	19 6 0	First Clerk to the Deputy Educational Inspector, Sátára Sub-division.	30 0 0	
Maráthi	None ..	19 5 0	Head Master, Vernacular School, Shiggaon.	30 0 0	
Kánarese ..	None ..	19 5 0	Head Master, Vernacular School, Khánápur.	30 0 0	
Gujaráti, English and Hindustáni.	None ..	18 9 11	Fifth Assistant Master, Byrámji Jijibhoy High School, Thána.	30 0 0	
A little of English.	Trained ..	18 8 20	Head Master, Vernacular School, Trimbak.	30 0 0	
English and Sanskrit.	None ..	18 7 0	Head Master, Superior Vernacular School, Vinchur.	30 0 0	From Local Funds.
A little of English.	None ..	18 6 9	Clerk, Deputy Educational Inspector, Ahmedabad.	30 0 0	
English	Trained ..	18 5 14	Head Master, Vernacular School, Dáhánu.	30 0 0	
A little of English.	Trained ..	18 5 0	Head Master, Vernacular School, Karjat.	30 0 0	
None	Trained ..	18 5 0	Head Master, Vernacular School, Kálol.	30 0 0	Do.
Gujárati ..	None ..	18 3 23	Head Master, Vernacular School, Mothani.	30 0 0	Do.
Kánarese ..	None ..	18 3 0	Head Master, Kánarese School, Indi.	30 0 0	
English and Kánarese.	None ..	18 2 5	Head Master, 2nd Grade Anglo-Vernacular School, Rámdurg.	30 0 0	From Rámdurg State.
English and Persian.	None ..	18 1 0	Third Assistant Master, Parsi Panchâyet English School, Surat.	30 0 0	From Parsi Panchayet Funds.
Kánarese ..	None ..	16 11 25	Head Master, Vernacular School, Sindgi.	30 0 0	
None	None ..	16 10 20	Head Master, Vernacular School, Faijpur.	30 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
752	Bomanji DhanjibhaiPatel..	40	Parsi ..	Ahmedabad ..	High School, Surat.	Gujaráti ..
753	Fakirji Sorabji Memdriona.	37	Parsi ..	Memdroi(Surat)	Elphinstone High School.	Gujaráti ..
754	Himatram Gopibhai Desai..	38	Brahmin ..	Olpád	Elphinstone High School.	Gujaráti ..
755	Tatia Chintaman Kanade ..	44	Brahmin ..	Thána	Government Vernacular School Jejuri.	Maráthi ..
756	Rangu Balaji Mangrulkar..	40	Brahmin ..	Kuroli	Poona Mission School.	Maráthi ..
757	Ganpatram Himatram Dessai.	36	Brahmin ..	Broach	Broach and Ahmedabad High Schools.	Gujaráti ..
758	Gopal Vithal Apte	37	Brahmin ..	Sángli	Belgaum High School.	Maráthi ..
759	Mahadeo Balkrishna Bhat..	38	Brahmin ..	Poona	Poona Training College.	Maráthi ..
760	Damodhar Yeknath Phatak	32	Brahmin ..	Kopargaon ..	Panchavati ..	Maráthi ..
761	Alahbax Khan Taiz Mahomed Talpur.	37	Mahomedan .	Pirjo Gath ..	Sukkur Normal School.	Sindi ..
762	Bapuji Baburao Devekar ..	41	Goud Brahmin.	Dhárwár ..	Dhárwár English School.	Marathi ..
763	Hari Mukund Gupte ..	42	Parbhu ..	Kolhápur ..	Kolhápur School.	Maráthi ..
764	Dhondo Narsinha Mulbagal.	31	Brahmin ..	Kithur	Dhárwár Training College.	Kánarese..
765	Narayan Keroba	33	Parbhu ..	Bombay ..	Elphinstone Institution.	Maráthi ..
766	Yeshwant Vasudeva Jambotikar.	43	Goud Brahmin.	Khánápur (Belgaum).	Khánápur School.	Maráthi ..
767	Lulfalah Mahomed Esak Akhund.	38	Mahomedan .	Hyderabad ..	Hyderabad Normal School.	Sindi ..
768	Ragunath Bapuji Kolatkar.	40	Brahmin ..	Chinchony ..	Powad Maráthi School.	Maráthi ..
769	Atmaram Mayashankar ..	43	Brahmin ..	Surat	Surat Gujaráti School.	Gujaráti ..
770	Chaganlal Lalubhai.. ..	35	Vania ..	Ahmedabad ..	Ahmedabad High School.	Gujaráti ..
771	Vasudeva Anant Cumpta ..	36	Goud Brahmin.	Honávar ..	Honávar School	Konkani ..
772	Subarao Shamava Haldipur.	38	Brahmin ..	Haldipur ..	Honávar School	Konkani ..
773	Jevanram Dulabhram Patel.	33	Kachi	Kotargaon ..	Ahmedabad Training College.	Gujaráti ..
774	Krishnaji Mahadeo Savant.	35	Marátha ..	Málvan ..	Elphinstone Institution.	Maráthi ..
775	Balaji Govind Kane.. ..	33	Brahmin ..	Ratnágiri ..	Poona Training College.	Maráthi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English	None .	16 9 29	Sixth Assistant Master, Branch School, Surat.	30 0 0	
English	None ..	16 7 11	Fourth Assistant Master, 1st Grade Anglo-Vernacular Gokaldas Tejpal School, Bombay.	30 0 0	
English	None ..	16 7 9	Fifth Assistant Master, 1st Grade Anglo-Vernacular Gokaldas Tejpal School, Bombay.	30 0 0	
A little of English.	None ..	16 5 10	Maráthi Accountant, Deputy Inspector, Khándesh.	30 0 0	
English	None ..	16 5 0	Head Master, Vernacular School, Tárápur.	30 0 0	
English	None ..	16 5 0	Clerk, Deputy Educational Inspector, Kaira.	30 0 0	On leave without pay.
English and Kánarese.	None ..	16 5 0	Head Master, Bijápur School No. 1.	30 0 0	
A little of English.	Trained ..	16 4 5	Head Master, Superior Vernacular School, Sinnar.	30 0 0	From Local Funds.
None	None ..	16 0 29	Head Master, Vernacular School, Ozar.	30 0 0	
Persian and Urdu.	Trained ..	16 0 19	Head Master, Vernacular School, Jandomir Ghulam Haidar.	30 0 0	
Kánarese and English.	None ..	16 0 0	First Assistant, 2nd Grade Anglo-Vernacular School, Sirsi.	30 0 0	
English	Trained ..	15 10 0	Head Master, Anglo-Verna-School, Ajra.	30 0 0	From Inchalkaranji State.
Sanskrit and Maráthi.	25 Rs. Certificate.	15 7 4	Head Master, Kánarese School, Ron.	30 0 0	
Hindustáni ..	None ..	15 7 4	Assistant Clerk, Grant Medical College.	30 0 0	
Kánarese ..	None ..	15 7 0	Clerk, Deputy Educational Inspector's office, Kánara.	30 0 0	
Persian ..	Trained ..	15 6 14	Head Master, Vernacular School No. 2, Hyderabad.	30 0 0	
None	None ..	15 6 13	Kárkun, Educational Inspector, Central Division's office.	30 0 0	
None	None ..	15 3 0	Head Master, Fort School No. 1, Bombay.	30 0 0	
English	None ..	15 2 8	Acting Clerk, Deputy Educational Inspector, Kaira.	30 0 0	
English and Kánarese.	None ..	15 1 15	Head Master, Anglo-Vernacular School, Honávar.	30 0 0	
English and Kánarese.	None ..	15 1 10	Head Master, Anglo-Vernacular School, Benkikodal.	30 0 0	
None	Trained ..	15 0 16	Head Master, Vernacular, School, Sisodra.	30 0 0	From Local Funds.
English	None ..	15 0 0	Head Master, Anglo-Vernacular School, Inchalkaranji.	30 0 0	From Inchalkaranji State.
None	Trained ..	14 10 10	Head Master, Superior Vernacular School, Nasirabad, No. 1.	30 0 0	From Local Funds.

No.	Names.	Age	Caste or Religion.	Birth-place.	Where educated.	*Vernacular.*
1	2	3	4	5	6	7
776	Javrilal Lallubhai Gare	36	Brahmin	Nadiád	Ahmedabad High School.	Gujaráti
777	Trimbak Sadashiv Gokhle	42	Brahmin	Gurlhoser	Dhárwár and Kolhápur Schools.	Maráthi
778	Damji Lavji Shet	32	Vania	Kundia	Rájkot Training College.	Gujaráti
779	Jamnadas Govindas Javheri.	33	Vania	Broach	Broach High School.	Gujaráti
780	Ramchandra Bapuji Chandorakar.	36	Brahmin	Násik	Private Tuition.	Maráthi
781	Damodhar Hari Bichu	33	Goud Brahmin	Shéhápur, Sángli	Belgaum High School.	Maráthi
782	Jayshankar Parshotam Achariya.	34	Brahmin	Limbdi	Rájkot Training College.	Gujaráti
783	Sadashiva Balvant Kalay	43	Brahmin	Poona	Poona School	Maráthi
784	Ramdas Allmal Bhagat	50	Hindu	Hyderabad	Hyderabad School.	Sindhi
785	Ramchodji S. Peshwarwala	40	Brahmin	Kargam	Surat High School.	Gujaráti
786	Sitaram Mahadeo Athle	34	Brahmin	Shiposhi	Poona Training College.	Maráthi
787	Laximinarayan Parsadrai Bramchari.	31	Brahmin	Nadiád	Ahmedabad High School.	Gujaráti
788	Ramkrishna Vasudev Talekar	36	Brahmin	Ratnágiri	Poona Training College.	Maráthi
789	Ragunath Ramchandra Datar.	36	Brahmin	Sátára	Maráthi School, Miraj.	Maráthi
790	Shridhar Ganesh Govande	32	Brahmin	Várol	Poona Training College.	Maráthi
791	Abalal Harishankar	31	Brahmin	Mahudha	Surat School	Gujaráti
792	Baba Bhaskar Lele	34	Brahmin	Nachure	Ratnágiri High School.	Maráthi
793	Nainsi Jeioraj	36	Hindu	Mándvi	Karáchi Mission School.	Gujaráti
794	Pohumal Tolaram	37	Hindu	Hyderabad	Hyderabad Normal School.	Sindhi
795	Shewakram Doulatram Jagtiani.	32	Hindu	Hyderabad	Hyderabad Normal School.	Sindhi
796	Tukaram Nagesh Shrimbekar	30	Brahmin	Shrim	Poona Training College.	Maráthi
797	Lekhraj Mohandas	28	Hindu	Hyderabad	Hyderabad High School.	Sindhi

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English	None ..	14 9 28	Sub. *pro-tem.* Sixth Assistant Master, Nadiád High School.	30 0 0	
English, Kánarese and Sanskrit.	None ..	14 9 24	Clerk, Deputy Educational Inspector, Kaládgi.	30 0 0	
None	None ..	14 9 0	Head Master, Vernacular School, Una.	30 0 0	From Káthiáwár Educational Funds.
English, Maráthi Urdu and a little of Sanskrit.	None ..	14 8 20	Clerk, Deputy Educational Inspector, Mahi Kántha and Palanpur.	30 0 0	From Mahi Kántha and Pálanpur Funds.
English and Sanskrit.	None ..	14 8 13	Sanskrit Teacher, Násik High School.	30 0 0	
English and Kánarese.	None ..	14 6 0	First Assistant, 2nd Grade School, Athni.	30 0 0	
None	Trained according to old system, 1867.	14 4 7	Head Master, Vernacular School No. 2, Jáfarad.	30 0 0	From Káthiáwár Educational Funds.
English	None ..	14 4 0	Fourth Clerk, Director of Public Instruction's Office.	30 0 0	
Gurmukhi ..	None ..	13 15 13	Head Master, Hindu and Sindhi School, Hyderabad.	30 0 0	
English	None ..	13 11 29	Clerk, Surat High School ..	30 0 0	
None	Training College Certificate.	13 10 8	Head Master, Vernacular School, Kelshi.	30 0 0	
English	Matriculated 1867.	13 4 21	Third Assistant Master, Branch School No. 2, Ahmedabad.	30 0 0	
A little of Sanskrit.	Rs. 12 Certificate, Dhulia Training College.	13 3 0	Head Master, Superior Vernacular School, Shendurni.	30 0 0	From Local Funds.
English and Gujaráti.	None ..	13 3 0	Eighth Clerk, Curator Government Central Book Depôt, Bombay.	30 0 0	
None	Training College Certificate.	13 1 0	Head Master, Vernacular School, Murud.	30 0 0	
None	Trained ..	13 1 0	Head Master, Vernacular School No. 3, Broach.	30 0 0	From Local Funds
English	Matriculated 1868.	12 9 7	Seventh Assistant Master, Ratnágiri High School.	30 0 0	
A little of English.	None ..	12 9 0	Head Master, Gujaráti School No. 1, Karáchi.	30 0 0	
Persian and Urdu.	Trained ..	12 7 8	Head Master, Vernacular School, Tatta.	30 0 0	
Persian and Urdu.	Trained ..	12 7 5	First Assistant Anglo-Vernacular School, Jacobabad.	30 0 0	
English ..	Trained ..	12 5 6	Head Master, Vernacular School, Náráyangaon.	30 0 0	
English, Gujaráti and Urdu.	None ..	12 4 0	Head Master, Vernacular School, Saitpur.	30 0 0	

No.	NAMES.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
708	Dungarji Nathuram Vankam	32	Bhowsar ..	Barvála	Rájkot Training School.	Gujaráti ..
799	Vishnu Balwant Lohokare ..	48	Brahmin ..	Chikalwadi ..	Government Vernacular School, Sholápur.	Maráthi ..
800	Anant Ramchandra Rege ..	27	Goud Brahmin.	Aravali	Aravali School ..	Maráthi ..
801	Bhaidas Paragji Desai ..	33	Brahmin ..	Katárgám ..	Surat Training College.	Gujaráti ..
802	Jatehchand Kismatrai Talani	32	Hindu	Hyderabad ..	Karáchi School .	Sindhi ..
803	Bapalal B. Bhat	32	Brahmin ..	Ahmedabad ..	Ahmedabad High School.	Gujaráti ..
804	Mulchand Kirparam Pachotia.	31	Brahmin ..	Visnagar ..	Ahmedabad High School.	Gujaráti ..
805	Gopal Damodhar Sahasrabudhe.	29	Brahmin ..	Poona	Poona High School.	Maráthi ..
806	Janardan Anant Joshi ..	33	Brahmin ..	Tásgaon	Poona Training College.	Maráthi ..
807	Keshavram Fakirbhai Bhat ..	30	Brahmin ..	Katárgám ..	Surat High School.	Gujaráti ..
808	Raghunath Shankar Musurakar.	33	Goud Brahmin	Málvan ..	Karáchi High School.	Maráthi ..
809	Sankarlal Jethabhai Bhat ..	36	Brahmin ..	Navánagar ..	Rájkot Training School.	Gujaráti ..
810	Sadashiv Mahadaji Deshpande.	34	Goud Brahmin	Kolhápur ..	Training School, Kolhápur.	Maráthi ..
811	Govind Waman Phadke ..	36	Brahmin ..	Kolhápur ..	Kágal School ..	Maráthi ..
812	Sadashiv Prabhákar Tatke ..	34	Brahmin ..	Sátára	Poona Training College.	Maráthi ..
813	Anant Gopal Jambhekar ..	30	Brahmin ..	Serey	Serey English School.	Kánarese ..
814	Keshow Mahadeo Vaidya .	32	Brahmin ..	Tásgaon	Poona Baba Gokhale's School.	Maráthi ..
815	Kashiprasad Ramprasad Desai.	32	Brahmin ..	Olpád	Surat High School.	Gujaráti ..
816	Narayan Sadashiv Kulkarni.	33	Brahmin ..	Karanjgaon ..	Elphinstone College.	Maráthi ..
817	Narayan Bhairow Degavekar.	46	Brahmin ..	Wái	Private Tuition .	Maráthi ..
818	Raghunath Balkrishna Mulay.	31	Brahmin ..	Ratnágiri ..	Elphinstone High School.	Maráthi ..
819	Rajaram Ramkrishna Dave .	29	Brahmin ..	Umreth	Ahmedabad High School.	Gujaráti ..
820	Bhikaji Dhondeo Migudkar.	30	Brahmin ..	Kharvali (Kolába).	Baba Gokhale's School, Poona.	Maráthi ..

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.			Present Appointment.	Monthly Salary.			REMARKS.
8	9	10			11	12			13
		Y.	m.	d.		Rs.	a.	p.	
None	Trained	12	1	4	Head Master, Vernacular School, Dhrol.	30	0	0	From Káthiáwár Educational Funds.
Kánarese	None	11	9	11	First Clerk to the Deputy Educational Inspector, Nagar.	30	0	0	
A little of Sanskrit.	Training College Certificate of Rs. 10.	11	8	6	First Clerk, Deputy Educational Inspector, Thána.	30	0	0	
English	Trained	11	7	0	Head Master, Vernacular School, Abroma.	30	0	0	From Local Funds.
Persian and Hindustani.	Trained	11	6	26	Head Master, Vernacular School, Tando Muhamed Pathan.	30	0	0	
English	Matriculated 1870.	11	6	15	Seventh Assistant Master, Broach High School.	30	0	0	
English	Matriculated 1872.	11	5	7	Sub. *pro tem.* Seventh Assistant Master, Káthiáwár High School.	30	0	0	From Káthiáwár Educational Funds.
English	Matriculated.	11	5	0	English Teacher, Second Grade Anglo-Vernacular School, Junnar.	30	0	0	
English	Trained	11	4	0	Head Master, Girgaon Vernacular School, Bombay.	30	0	0	
English	None	11	3	22	First Assistant Master, Vernacular School, Limbdi.	30	0	0	Do.
English and Sindi.	None	11	2	0	Head Master, Maráthi School, Karáchi.	30	0	0	
None	None	11	1	21	Head Master, Girls' School, Navánagar.	30	0	0	From Káthiáwár Funds.
English	None	10	10	14	Head Master Hindustani-Maráthi School, Kolhápur.	30	0	0	From Kolhápur State.
Sanskrit and a little of English.	None	10	7	13	Sanskrit Teacher, High School, Sholápur.	30	0	0	
English and Sanskrit.	Trained	10	7	0	Practising School Master, Poona Training College.	30	0	0	
English and Maráthi.	15 Rs. Certificate.	10	6	0	Head Master, Vernacular School, Ankola.	30	0	0	
English	None	10	5	13	Acting Head Master, Baroda Maráthi School No. 2.	30	0	0	From Baroda State.
English	None	10	4	25	Clerk, Deputy Educational Inspector, Surat.	30	0	0	
English and Sanskrit.	Matriculated 1868.	10	4	14	Sanskrit Teacher, Ahmednagar High School.	30	0	0	
Sanskrit and colloquial Gujaráti.	None	10	3	9	Sanskrit Tutor, Sátára High School.	30	0	0	
English	Matriculated 1870.	10	1	0	Fifth Assistant Master, Násik High School.	30	0	0	
English	None	10	0	18	Head Master, Vernacular School, Khalpandama.	30	0	0	From Cutch State
English	Matriculated 1870.	10	0	11	First Assistant, 1st Grade Anglo-Vernacular School, Jamkhandi.	30	0	0	From Jamkhandi State.

No.	NAMES.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
821	Ramchandra Narayan Dixit	40	Brahmin	Bulsár	Surat English School.	Gujaráti
822	Dosabhai Gagji Sukal	28	Brahmin	Wadhwán	Rájkot Training School.	Gujaráti
823	Gopal Shrinivas Tonpe	30	Brahmin	Kurihalli	Belgaum	Kánarese
824	Ramchandra Jagannath Godbole.	31	Brahmin	Poona	Deccan College.	Maráthi
825	Bholanath Bapuji Meheta	30	Brahmin	Ahmedabad	Ahmedabad High School.	Gujaráti
826	Jethalal Valaji Vilavala	31	Vania	Nadiád	Ahmedabad Training College.	Gujaráti
827	Laxumon Narayan Ketkar	30	Brahmin	Toke	Poona Training College.	Maráthi
828	Jan Mahomed Husseinbhai Shaik.	30	Mahomedan	Sadra	Ahmedabad Training College.	Urdu
829	Mewaram Belaram Jagtiani	28	Hindu	Hyderabad	Hyderabad School.	Sindhi
830	Utamram Dulabhram Joshi	49	Brahmin	Torna	Nándod and Broach.	Gujaráti
831	Devshankar Uderam Desai	29	Brahmin	Mahuda	Ahmedabad Training College.	Gujaráti
832	Gangadhar Lakshuman Joshi.	28	Brahmin	Poona	Poona School	Marathi
833	Martand Ganesh Penshe	39	Brahmin	Poona	Poona Civil Engineering College.	Maráthi
834	Liladhar Tulshidas	32	Brahmin	Amreli	Rájkot Training School.	Gujaráti
835	Sorabsha Byramji Doctor	29	Parsi	Surat	Surat English School.	Gujaráti
836	Bansiram Volabdas Tolani	29	Hindu	Hyderabad	Hyderabad High School.	Sindhi
837	Ganesh Vinayak Bhate	34	Brahmin	Thána	Elphinstone High School.	Maráthi
838	Kavasji Manekji Nicholson	30	Parsi	Bombay	Elphinstone High School.	Gujaráti
839	Bhimaji Mahadeva Singit	32	Brahmin	Dhárwar	Belgaum High School.	Kánarese
840	Vaghji Asharam Oza	29	Brahmin	Morvi	High School, Rájkot.	Gujaráti
841	Bhaktiram Lalji Pandya	30	Brahmin	Parántij	Ahmedabad Training College.	Gujaráti
842	Ramchandra Shastri Bapu Joshi.	56	Brahmin	Wadepad	Rájkot Training School.	Maráthi

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
Sanskrit.. ..	None ..	9 10 11	Sanskrit Teacher, Bhávnagar High School.	30 0 0	Paid from Káthiáwar Educational Funds.
None	2nd Year 2nd Class Certificate	9 9 1	Head Master, Vernacular School, Muli.	30 0 0	Do.
English and Maráthi.	None ..	9 8 0	Clerk to the Deputy Educational Inspector, Belgaum.	30 0 0	
English and Sanskirt.	F.E.A. 1880.	9 5 0	Fifteenth Assistant Master, Poona High School.	30 0 0	
English and little Sanskrit.	Matriculated 1871.	9 4 20	Head Master, Tálukdári School, Sadra.	30 0 0	
A little of English and Sanskrit.	Trained ..	8 10 19	Head Master, Vernacular School, Wadhwan City.	30 0 0	From Káthiáwár Educational Funds.
A little of Sanskrit.	20 Rupees Certificate.	8 10 13	Head Master, Second Grade Anglo-Vernacular School, Yeola.	30 0 0	
English, Gujaráti and a little of Sanskrit and Maráthi.	Trained ..	8 10 11	Head Master, Vernacular School, Ahmednagar.	30 0 0	From Idar State.
English, Persian and Hindustani.	None ..	8 9 27	Seventh Clerk, Educational Inspector, Sind.	30 0 0	On leave.
Sanskrit and Magbadi.	None ..	8 9 23	Head Master, Jotish Shala, Baroda.	30 0 0	From Baroda State.
None	Trained ..	8 7 14	Head Master, Vernacular School, Bhadeli.	30 0 0	From Local Funds
English	Matriculated 1872.	8 9 9	First English Clerk, Educational Inspector, North-East Division.	30 0 0	
None	None ..	8 8 24	Assistant Teacher, College of Science, Poona.	30 0 0	
None	None ..	8 5 17	Head Master, Dwarka Gujaráti School.	30 0 0	From Baroda State.
English, Persian, Hindustani and a little of Arabic.	None ..	8 5 11	Persian Teacher, Surat High School.	30 0 0	
English and Persian.	None ..	8 4 22	Eighth Clerk, Educational Inspector, Sind.	30 0 0	
English	Matriculated 1869.	8 4 0	Fourth Assistant Master, Jaganath Sankerset 1st Grade Anglo-Vernacular School, Bombay.	30 0 0	
English .. .	Matriculated 1872.	8 3 16	Sixth Assistant Master, Fort Branch School, Bombay.	30 0 0	
English and Maráthi.	Matriculated 1872.	8 3 14	Sub *pro tem.* Eighth Assistant Master, Dhárwár High School.	30 0 0	
English	Matriculated 1872.	8 2 8	Assistant, Anglo-Vernacular School, Morvi.	30 0 0	From Káthiáwár Funds.
None	Trained ..	7 9 13	Head Master, Vernacular School Gogha.	30 0 0	From Local Funds
Sanskrit.. ..	None ..	7 7 13	Acting Head Master, Vyakran Shashtra Shala, Baroda.	30 0 0	From Baroda State.

No.	Names.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
843	Mahadeoji Ghelaram Raval.	28	Brahmin	Lakhtar	Rájkot Training College.	Gujaráti
844	Ramji Virji Bhat	28	Brahmin	Káthiáwár	Elphinstone High School.	Gujaráti
845	Anandrao Vireshwar	66	Brahmin	Anklesar	Rájkot Training School.	Maráthi
846	Kashinath Janardhan Paranjpe.	29	Brahmin	Mavalonge	Elphinstone College.	Maráthi
847	Hari Vithal Kelkar	27	Brahmin	Ratnágiri	Belgaum High School.	Maráthi
848	Yeshwant Balkrishna Dalvi.	30	Goud Brahmin	Hanchinhal	Dhárwár High School.	Maráthi
849	Narayen Goverdhan	27	Brahmin	Baroda	Training School, Baroda.	Gujaráti
850	Moroba Govindram Moghaya	39	Brahmin	Venguria	Ratnágiri and Bhavnagar High Schools.	Maráthi
851	Tanibai Jaysingkar	18	Brahmin	Karád	Female Training College, Poona.	Maráthi
852	Madadalishah Himatalishah.	26	Mahomedan	Sukkur	Shikárpur Normal School.	Sindhi
853	Naro Vishwanath Abhyankar	26	Brahmin	Kardhe	Poona Training College.	Maráthi
854	Moro Wishwanath Oke	29	Brahmin	Velamb	Poona Training College.	Maráthi
855	Ramprasad Krishnaprasad Pande.	32	Rájput	Belgaum	Elphinstone High School.	Hindustani.
856	Maghulal Motilal Bachech	28	Brahmin	Ahmedabad	Ahmedabad High School.	Gujaráti
857	Chotalal Mansukram	34	Vania	Ahmedabad	Ahmedabad Training College.	Gujaráti
858	Hucharao Anant Dongare	26	Brahmin	Shikárpur	Belgaum High School.	Kánarese
859	Javerishankar Mayashankar Tarvadi.	29	Brahmin	Nadiád	Elphinstone College.	Gujaráti
860	Pransukram Mahipatram Devan.	27	Kshatri	Broach	Elphinstone College.	Gujaráti
861	Narayan Lakshamaya Bhatkalkar.	26	Saraswat	Bhatkal	St. Xavier's School, Bombay.	Konkani
862	Govind Appaji Sahasrabudhe.	28	Brahmin	Ratnágiri	Deccan College.	Maráthi
863	Ganesh Keshav Toke	27	Brahmin	Poona	Mission School, Poona.	Maráthi
864	Dhondo Daji Behere	27	Brahmin	Poona	Belgaum High School.	Maráthi

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	10
		Y. m. d.		Rs. a. p.	
None	Trained ..	7 7 8	Head Master, Vernacular School, Limbdi.	30 0 0	From Káthiáwár Educational Funds.
English	Matriculated 1872.	7 6 23	Seventh Assistant Master, Fort Branch School, Bombay.	30 0 0	
Sanskrit ..	None ..	7 4 27	Acting Head Master, Nyaya Shashtra Shala, Baroda.	30 0 0	From Baroda State.
English and Sanskrit.	Matriculated 1872.	7 2 16	Third Assistant Master, 1st Grade School, Phanaswady, Bombay.	30 0 0	
English and Kánarese.	Matriculated 1872.	7 1 9	Sub. *pro tem.* Fifth Assistant Master Marathi Side, Belgaum High School.	30 0 0	
English and Kánarese.	Matriculated 1873.	7 0 9	Head Master, Anglo-Vernacular School, Nipáni.	30 0 0	
A little of English.	None ..	6 11 16	Head Master, Vasso Gujaráti School.	30 0 0	From Baroda State.
English, Gujaráti and a little Sanskrit.	None ..	6 11 5	Second Assistant Master, 1st Grade Anglo-Vernacular School, Bhavnagar.	30 0 0	From Káthiáwár Educational Funds.
None	None ..	6 8 24	Head Mistress, Girls' School, Miraj.	30 0 0	
Persian and Urdu.	Trained ..	6 5 5	Head Master, Vernacular School, Lákhi.	30 0 0	
None	Training College Certificate of Rs. 20.	6 8 0	Head Master, Vernacular School, Achra.	30 0 0	
None	Training College Certificate of Rs. 20.	6 7 6	Head Master, Vernacular School, Sakharpa.	30 0 0	
English, Maráthi and Kánarese.	Matriculated 1872.	6 2 20	Seventh Assistant Master, Dhárwár High School.	30 0 0	
English	Matriculated 1874.	6 6 10	First Assistant Master, 2nd Grade Anglo-Vernacular School, Dholka.	30 0 0	
None	None ..	6 4 25	Accountant, Director of Vernacular Instruction, Baroda	30 0 0	From Baroda State.
English and Maráthi.	Matriculated 1874.	6 6 20	Fifth Assistant, High School, Kárwár.	30 0 0	
English and Sanskrit.	Matriculated 1871.	5 11 15	Fifth Assistant Master, Nadiád High School.	30 0 0	
English	Matriculated 1872.	5 11 7	First Assistant Master, Anglo-Vernacular School, Wadhwán City.	30 0 0	From Káthiáwár Educational Funds.
English, Maráthi and Kánarese.	Matriculated 1875.	5 8 21	Kánarese Teacher, 1st Grade School, Kumpta.	30 0 0	On leave.
English and Sanskrit.	Matriculated 1873.	5 7 3	Sanskrit and English Teacher, 1st Grade Anglo-Vernacular School, Pandharpur.	30 0 0	
English ..	Matriculated 1873.	5 5 12	First Clerk, Deputy Educational Inspector, Ratnágiri.	30 0 0	
English and Kánarese.	Matriculated 1875.	5 4 9	Head Clerk, Deputy Educational Inspector, Dhárwár.	30 0 0	Served in the Mudhol State for 2-1-3

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
865	Jhamrel Mangharamal Gidrajani.	27	Amil	Karáchi ..	Hyderabad Mission School.	Sindi ..
866	Wasudeo Pandurang Virkar ..	31	Brahmin ..	Vir	Ratnágiri High School.	Maráthi ..
867	Bhikhabhai Patanbhai ..	31	Vania	Umreth	Umreth	Gujaráti ..
868	Purushotam Ramchandra Satha.	25	Brahmin ..	Poona	Poona High School.	Maráthi ..
869	Dayalji Raghnathji Desai ..	33	Brahmin ..	Sarbhon	Surat	Gujaráti ..
870	Jaisingbhai Talakchand ..	27	Vania	Antroli	Ahmedabad Training College.	Gujaráti ..
871	Mohanbhai Haribhai Desai ..	26	Brahmin ..	Deladva	Ahmedabad Training College.	Gujaráti ..
872	Harivalub Murlidhar Bhagat.	27	Vania	Torna	Ahmedabad Training College.	Gujaráti ..
873	Dinkar Ganesh Kelkar ..	47	Brahmin ..	Poona	Poona College ..	Maráthi ..
874	Trikanji Paragji Vyas ..	25	Brahmin ..	Gondal	Rájkot High School.	Gujaráti ..
875	Vishnu Dhondu Bhagvat ..	29	Brahmin ..	Virmad	Deccan College ..	Maráthi ..
876	Shivaram Venkatesh Mate ..	30	Brahmin ..	Sátára	Sátára High School.	Maráthi ..
877	Sitaram Dondadeva Bhere ..	26	Brahmin ..	Kelen Majagam (Ratnágiri.)	High School (Ratnágiri.)	Maráthi ..
878	Bapuji Dinanath Rane ..	45	Parbhu ..	Bombay	Elphinstone Institution.	Maráthi ..
879	Balaji Laxuman Vaidya ..	25	Brahmin ..	Wái	Rajaram High School.	Maráthi ..
880	Rahimudin valad Abdul Latif Munshi.	33	Mahomedan ..	Nágpur	Nágpur School ..	Hindustani.
881	Shivaji Parshotam Dharak ..	22	Brahmin ..	Bhuj	Training College, Ahmedabad.	Gujaráti ..
882	Mohanji Topan Karani ..	24	Brahmin ..	Bhuj	Training College, Ahmedabad.	Katchi ..
883	Dadabhai Habibala Naranghoila.	23	Mahomedan ..	Bhuj	Training College, Ahmedabad.	Katchi ..
884	Hanamant Shanjiva Sagun ..	24	Brahmin ..	Bágalkot ..	Dhárwár High School.	Kánarese ..

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
English, Persian, Gujaráti and Hindustáni.	Matriculated 1873.	5 3 19	Acting Seventh Assistant Master, Hyderabad High School.	30 0 0	
English and Sanskrit.	Matriculated 1873.	5 3 13	Fifth Assistant Master, Jagonath Sankersett 1st Grade Anglo-Vernacular School, Bombay.	30 0 0	
English	None ..	5 1 26	Head Master, Piz Gujaráti School.	30 0 0	
English	None ..	5 0 20	Clerk to the Poona High School.	30 0 0	
English	None ..	5 0 13	Head Clerk, Educational Inspector's Office, Baroda State.	30 0 0	From Baroda State.
A little of English.	1st Year First Class Certificate, 1876.	4 9 24	Head Master, Vernacular School, Anand.	30 0 0	From Local Funds.
None	2nd Year Second Class Certificate, 1877.	4 9 16	Head Master, Vernacular School No. 3, Surat.	30 0 0	Do.
Sanskrit.. ..	Trained ..	4 9 5	Head Master, Practising School, Female Training College, Ahmedabad.	30 0 0	Do.
English	None ..	4 8 14	Assistant to English Accountant, Educational Inspector Central Division's Office.	30 0 0	
English	Matriculated 1876.	4 7 9	First Assistant Anglo-Vernacular School, Gondal.	30 0 0	Do.
English and Sanskrit.	Matriculated 1872.	4 4 0	Sub. *pro-tem.* Fourth Assistant, Lower High School, Kolhápur.	30 0 0	From Kolhápur State.
English and Sanskrit.	None ..	4 4 0	Tutor to the Rajopadye ..	30 0 0	Paid by Rajopadye.
English and Sanskrit.	Matriculated 1873.	4 3 3	Sub. *pro-tem.* Seventh Assistant Master, Sátára High School.	30 0 0	
English, Gujaráti Hindustani and little of Persian.	None ..	4 3 0	Pupil Teacher, Sir Jamsetji Jijibhoy School of Art.	30 0 0	
English and Sanskrit.	Matriculated 1875.	4 2 8	Head Master Anglo-Vernacular School, Malkápur.	30 0 0	From Vishalgad State.
Persian and Marathi.	None ..	4 1 5	Head Master, Hindustáni School, Bhiwndi.	30 0 0	
English and a little of Sanskrit.	Trained ..	3 11 1	Head Master, Vernacular School No. 2, Bhuj.	30 0 0	From Cutch State
English, Gujaráti and a little of Sanskrit.	Trained ..	3 10 29	Head Master Vernacular School, Mándvi.	30 0 0	Do.
Gujaráti, Persian, Urdu and a little of Sanskrit.	Trained ..	3 10 18	Head Master, Urdu School, Bhuj.	30 0 0	From Urdu School Fund & Cutch State.
English, Sanskrit and Maráthi.	Matriculated 1876.	3 6 17	Second Assistant, 1st Grade Anglo-Vernacular School, Hubli.	30 0 0	

No.	Name.	Age	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
885	[illegible] Udhandas ..	24	Hindu ..	Talti	Shikárpur High School.	Sindi ..
886	Bapuji Dattatraya Ranade ..	25	Brahmin ..	Torgal	Deccan College .	Maráthi ..
887	Nagesh Ramchandra Tambe .	23	Brahmin ..	Kolwal	Belgaum High School.	Maráthi ..
888	Sakharam Hari Ranadikar ..	26	Brahmin ..	Sángli	Sángli English School.	Maráthi ..
889	Gangadhar Shankar Limaye .	27	Brahmin ..	Sátára	Kolhápur High School.	Maráthi ..
890	Varajlal Kalidas Shastri ..	55	Brahmin ..	Mohlataj ..	Private Tuition.	Gujaráti ..
891	Morarji Mangalji Pandya ..	21	Brahmin ..	Rájkot	Káthiáwár High School.	Gujaráti ..
892	Sorabji Manekji Vazifdar ..	26	Parsi	Navsári	Navsári School. .	Gujaráti ..
893	Gururao Ragvendra Gunjikar.	27	Brahmin ..	Belgaum ..	Deccan College .	Kanarese ..
894	Bapu Abaji Khare	26	Brahmin ..	Násik	Deccan College .	Maráthi ..
895	Narayan Venkatesh Koppar.	23	Vaishya ..	Dhárwár ..	Deccan College .	Telegu ..
896	Pamandas Tarachand ..	24	Hindu	Shikárpur ..	Shikárpur High School.	Sindi ..
897	Premchand Lalubhai	40	Vania	Ahmedabad ..	Ahmedabad Normal Class.	Gujaráti ..
898	Kuverji Popat Joshi	23	Brahmin ..	Taloja	Ahmedabad Training College.	Gujaráti ..
899	Kalianji Ratanji Thakore ..	22	Savana ..	Bhuj	Bhuj High School.	Cutchi ..
900	Hari Bhimrao Jambhekar ..	23	Brahmin ..	Hooli	Deccan College.	Maráthi ..
901	Tolaram Amalrai Hathiramani.	23	Hindu	Hyderabad ..	Hyderabad High School.	Sindi ..
902	Said Ahmed Imamudin ..	27	Mahomedan ..	Bombay	Bombay Madrissa.	Hindustani.
903	Ganesh Krishna Joshi ..	25	Brahmin ..	Makhjan ..	Elphinstone College.	Maráthi ..
904	Vishnu Sakharam Padvekar.	25	Maratha ..	Sávantvádi ..	St. Xavier's College, Bombay.	Maráthi ..
905	Narayan Vishnoo Vaidya ..	33	Brahmin ..	Uzagam.. ..	Hyderabad High School.	Maráthi ..

Other Languages known.	University Standing or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
Persian and English.	Matriculated 1876.	3 5 25	Sub. *pro-tem.* Seventh Clerk, Educational Inspector, Sind	30 0 0	
English	Matriculated 1873.	3 4 28	Seventh Assistant, Rájáram High School, Kolhápur.	30 0 0	From Kolhápur State.
Sanskrit, English and Kánarese.	Matriculated 1877.	3 4 0	Head Master, Vernacular School, Shirhatti.	30 0 0	From Sangli State.
English	Matriculated 1877.	3 2 27	Head Master, Vernacular School, Mangalvedha.	30 0 0	Do.
English and Sanskrit.	Matriculated 1876.	3 1 25	First Assistant, First Grade Anglo-Vernacular School, Sangli.	30 0 0	From Sangli State
Sanskrit ..	None ..	2 9 12	Teacher of Poetry, Trianing College, Ahmedabad.	30 0 0	
English and Sanskrit.	Matriculated 1878.	2 9 6	Sub. *pro-tem.* AssistantMaster Káthiáwár High School.	30 0 0	From Káthiáwár Educational Fund.
English	Matriculated 1875.	2 7 26	Sixth Assistant Master, Goculdas Tejpal School, Bombay.	30 0 0	
English, Maráthi and Sanskrit.	Matriculated 1872.	2 6 22	Third Clerk, Educational Inspector, Southern Division.	20 0 0	
English and Sanskrit.	F E.A. ..	2 4 20	Sub. *pro-tem.* Fifth Assistant Master, High School, Ahmednagar.	30 0 0	
English, [illegible] Maráthi and Kánarese.	Matriculated [illegible]	2 3 21	Substantive *pro-tem.* Sanskrit Teacher, Dhárwár High School.	30 0 0	
English	Matriculated 1878.	2 1 25	Second Assistant Master, Anglo-Vernacular School, Sukkur.	30 0 0	
English	None ..	1 11 6	Head Master, Mehasana Gujaráti School.	30 0 0	From Baroda State.
None	Trained ..	1 10 17	Head Master, Vernacular School, Upleta.	30 0 0	From Káthiáwár Educational Fund.
English and Gujaráti.	Matriculated 1879.	1 3 18	Third Assistant High School, Bhuj.	30 0 0	From Cutch State
English and Sanskrit.	F.E.A. 1879.	1 3 9	Sub. *pro-tem* Fifth Assistant Master, Maráthi Side, Belgaum High School.	30 0 0	On leave without pay.
English, Persian and Hindustáni.	Matriculated 1875.	1 2 22	Ninth Clerk, Educational Inspector, Sind.	30 0 0	
English, Arabic, Persian, Gujaráti and Maráthi.	None ..	1 2 8	Persian Teacher, Násik High School.	30 0 0	
English and Sanskrit.	F.E.A.,1875.	1 2 3	Sanskrit Teacher, Kályan English School.	30 0 0	On leave.
English, Latin, Urdu and Gujaráti.	F.E.A., 1874	1 0 21	Sixteenth Assistant Master, Poona High School.	30 0 0	
English, Persian, and a little of Sindhi.	None ..	1 0 0	Seventh Assistant Master, Narayen Jaganath High School, Karachi.	30 0 0	

No.	Names.	Age.	Caste or Religion.	Birth-place.	Where educated.	Vernacular.
1	2	3	4	5	6	7
906	Vasudeo Vaman Khare	33	Brahmin	Guhágar	Sátára School	Maráthi
907	Keshavalal Gungashanker Shastri.	23	Brahmin	Kaira	Nadiád High School.	Gujaráti
908	Dattatraya Moreshwar Pandit	22	Brahmin	Sherol	Deccan College	Maráthi
909	Radhabai kom Tukaram	26	Marátha	Poona	Poona Female School.	Maráthi
910	Krishnabai Gulovane	25	Golak	Kolhápur	Poona Female Training College.	Maráthi
911	Daso Annaji Hebal	17	Brahmin	Belgaum	Rájárám College	Kánarese
912	Hanmant Annaji Hebal	19	Brahmin	Belgaum	Belgaum High School.	Kánarese
913	Shivaram Anant Dongare	22	Brahmin	Shikárpur	Belgaum High School.	Kánarese
914	Ratanchand Mulchand Mehta	21	Vania	Ahmedabád	Gujarát College	Gujaráti

Poona, Office of the Director of Public Instruction,
19th December 1881.

Other Languages known.	University Standing, or Training College Certificate.	Period of service in the Department.	Present Appointment.	Monthly Salary.	REMARKS.
8	9	10	11	12	13
		Y. m. d.		Rs. a. p.	
Sanskrit and a little of English.	None ..	0 11 2	Sanskrit Teacher, 1st Grade School, Miraj.	30 0 0	From Miraj State.
English and Sanskrit.	Matriculated 1879.	0 8 5	Sub. *pro tem.* Sixth Assistant Master, Navanagar High School.	30 6 0	From Káthiáwár Educational Fund.
English and Sanskrit.	F. E. A., 1880	0 7 0	Sub. *pro tem.* Sanskrit Teacher English School, Kályan.	30 0 0	
None	Holds 1st Class Certificate.	0 5 20	Head Mistress, Girls' School, Kárwár.	30 0 0	
None	Holds 1st Class Certificate.	0 5 17	Head Mistress, Girls' School, Nipáni.	30 0 0	
English, Sanskrit and Maráthi.	Matriculated 1880.	0 3 28	Sixth Assistant, Maráthi Side, Belgaum High School.	30 0 0	
English and Maráthi.	Matriculated 1879.	0 3 24	Sub. *pro tem.* Second Assistant, Kánarese side, Belgaum High School.	30 0 0	
English, Maráthi and Sánskrit.	Matriculated 1879.	0 3 10	Sub. *pro tem.* Kánarese Teacher, 1st Grade School, Kumpta.	30 0 0	
English and a little of Persian.	Matriculated 1879.	0 2 20	Probationary Sixth Assistant Master, Junágad High School.	30 0 0	From Káthiáwár Educational Fund.

K. M. CHATFIELD,
Director of Public Instruction.

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